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ABSTRACT

As director of the Canadian Association for Adult Education (CAAE) from 1951-1961, Roby Kidd led the movement for increased recognition of adult education in Canada. During his tenure, the association continued its major citizenship education projects (Farm and Citizens' Forum and the Joint Planning Commission), carried out many other programs in the citizenship education field, and promoted informed citizenship through the Commission for Continuous Learning and the National Commission on the Indian Canadian. Another of Kidd's priorities was the improvement of practice in adult education. His efforts in this cause took two main forms, the advancement of research and professional training and experimentation with new forms of organization, methods, and materials. Kidd also attached priority to helping adult education serve more effectively a number of special groups in the population, such as the labor movement, older persons, women, single persons, immigrants, prison inmates, and native people. One of the most striking features of Kidd's leadership was his involvement in international dimensions of the field. But Kidd's priority task in those years was developing the CAAE into an increasingly useful part of the adult educational movement. His growing prominence, at home and abroad, brought credit to the association and his many personal accomplishments as scholar, teacher, organizer, and international leader increased the CAAE's effectiveness and worked to the benefit of both the association and the adult educational movement as a whole. (KC)

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**ROBY KIDD AND
THE CANADIAN ASSOCIATION FOR ADULT EDUCATION
1951 - 1961**

GORDON R. SELMAN

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CONTENTS

ABOUT THIS SERIES AND THIS PAPER	i
FOREWORD	iii
THE TIMES	1
PRIORITIES AND ASSESSMENT	3
THE CAAE 1951-1961--ORGANIZATION	14
Administration and Staff	14
Regional Developments and Structure	16
THE CAAE 1951-1961--PROGRAM	22
Farm and Citizens' Forum	22
Joint Planning Commission	25
Study-Discussion Programs and the F.A.E.	27
Other Programs	31
THE CAAE AND THE DEVELOPMENT OF THE FIELD 1951-1961	35
Professional Training and Research	35
Provincial Governments and School Boards	40
Publications	43
Advocacy	46
ROBY KIDD AND INTERNATIONAL COMMITMENTS	48
THE WRITINGS OF ROBY KIDD 1950-1963	52
CONCLUSION	57
BIBLIOGRAPHY	60

ABOUT THIS SERIES AND THIS PAPER

This Occasional Paper is the twenty-second in a series being published by the Centre for Continuing Education. Our aim is to contribute to the field of adult education by publishing monographs which originate here at The University of British Columbia and are deemed to be worthy of reaching a wider audience than would otherwise be the case.

The author of this paper, Gordon R. Selman, is Associate Professor in Adult Education at U.B.C. His major research interest is the history and development of adult education in Canada and particularly in British Columbia. During the last few years he has been engaged in a long-term research project on the history of adult education in British Columbia. His research interest also includes the history of the national and provincial associations for adult education.

Gordon Selman has published numerous articles on historical aspects of adult education in Canada, among these articles concerned with the development of the field in Canada and in British Columbia, the extension work at this University and a series of articles on the pioneering days of adult education in this province. The Canadian Association for Adult Education published his monograph A History of Fifty Years of Extension Service of The University of British Columbia, 1915 to 1965. His papers Toward Co-operation: The Development of a Provincial Voice for Adult Education in British Columbia, 1953 to 1962; Adult Education in Vancouver Before 1914; A Decade of Transition: The Extension Department of The University of British Columbia 1960 to 1970; and Adult Education in British Columbia During the Depression were published earlier in this series of Occasional Papers.

In The Canadian Association for Adult Education in the Corbett Years: A Re-evaluation (also published in this series, in September, 1981) Gordon Selman dealt with the philosophical and ideological development of the CAAE from its founding to the retirement in 1951 of its first director, A.E. "Ned" Corbett. In this sequel he provides us with a thoughtful analysis of the further development of the Association under the capable leadership of its

second Director, J. Roby Kidd, between 1951 and 1961. This paper is not only a valuable contribution to the history of the CAAE and of adult education in Canada, but also a fitting tribute to Roby Kidd who died suddenly in March, 1982, in the midst of many plans for his future contributions to adult education world-wide.

I am pleased to make this paper available to a wider readership.

Jindra Kulich
Director

FOREWORD

It is a sad fact that when I started the work on this monograph, Roby Kidd was alive--and I talked and corresponded with him about it on several occasions--but during the course of its preparation, he died, on March 21, 1982. It is likely too soon to attempt an assessment of his life and contribution to the field, but the present study deals with his work while Director of the Canadian Association for Adult Education some twenty to thirty years ago and it is perhaps time that this should be assessed. The task took on new significance and poignancy following his death.

I am grateful to a number of people for their assistance and co-operation with this project. In addition to Roby Kidd himself, I have received help from his wife, Margaret; his long-time colleague and successor at the CAAE, Alan Thomas, who supplied information on several points; Ian Morrison and his colleagues at the CAAE, who made records and minute books available; and my colleague, Jindra Kulich, whose encouragement and editorial advice have been invaluable, as always.

Sources of information for this study have been of four main types: information from individuals, including Kidd himself; the minutes, records and reports of the CAAE for the period; the journal published by the Association; and the writings of Kidd himself. In addition, a number of general works and some of the author's previous writings have been called upon.

References which could be handled in the usual way are included in the text and listed in the bibliography. References to the minutes of the Annual Meetings (AM), the National Council (NC), the Executive Committee (Exec.) and the Director's Reports (DR) are listed with these abbreviations and the appropriate dates. The Association's journal, Food For Thought, is referred to as FFT.

This monograph is dedicated to Margaret Kidd.

Gordon Selman

ROBY KIDD AND THE CANADIAN ASSOCIATION FOR ADULT EDUCATION

1951 - 1961

THE TIMES

The period during which Roby Kidd was a senior staff member (1947-51) and then Director (1951-61) of the Canadian Association for Adult Education was an eventful one in the life of Canada. These were times of growth, and dramatic change in social, cultural, economic and political terms.

The post-war years were a buoyant period of economic growth for Canada, with government playing a leading role. (Bothwell and Kilbourn 1979) The mid-fifties, especially 1954 to 1957, were boom years. The population was growing rapidly, a result of both high birth rates and a high rate of immigration. The Canadian economy was becoming more closely integrated with those of other countries, especially the United States. (Creighton 1976:186) In 1957, the long period of rapid economic growth came to an end and a recession set in which lasted into the sixties. Unemployment rose to between six and seven per cent of the work force, unprecedented levels in the post-war period. (Bothwell et al 1981:222)

The year 1957 was a time of change politically as well as economically. In that year the long period of Liberal domination in national politics under the King and St. Laurent governments came to an end with the victory of the Conservatives, under John Diefenbaker. Faced with economic problems and other crises at home and abroad, and actively pursuing the goals of the new leader, the Conservative government was "actively interventionist" in its approach to national development (Bothwell et al 1981:264) and introduced a number of measures which had direct effects on adult education and the role of the CAAE. Concern about American domination of Canadian life in many of its dimensions came to the fore in this period as well and tensions between the two countries were if anything heightened by the actions of the Diefenbaker government.

Two factors contributed to an increased concern at this time about vocational and technical training. All the Western countries were taken aback when in October of 1957 the U.S.S.R. successfully launched the first global satellite. This had considerable impact in economic and educational circles and heightened concern about the effectiveness of education systems generally and more particularly the technical capacity of the work force. The sharp

recession and attendant high unemployment which struck in the late 1950s focussed attention on the need for training and retraining of the work force, especially those who were unemployed. In 1960, the Diefenbaker government produced the Technical and Vocational Assistance Act, which provided funds on an unprecedented scale for vocational and technical training institutions and programs in the provinces. One authority has stated that a total of 538 capital projects were approved under the Act in the first three years of operations alone, 265 of which were totally new institutions. (Bothwell et al 1981:259)

This was a lively period in Canadian cultural development. Canada emerged from the Second World War with a new sense of national pride and self-awareness. The Canadian Broadcasting Corporation and the National Film Board developed rapidly and gained in stature in these years, both achieving international recognition for their outstanding achievements. Many Canadians took interest and pride in such events as the founding of the Stratford Shakespearean Festival in 1953. The Report of the Massey Commission in 1951, rightly termed "a watershed in Canadian cultural policy" (Ostry 1978:63), sounded alarm bells about the extent of American domination of Canadian culture and led to the eventual creation of the Canada Council and the National Commission for UNESCO in 1957. The arrival of television in 1952 introduced a powerful new dimension for entertainment and education and had a major impact on adult education.

Of particular relevance to education also was the fact that this was the period in which the political initiative began to shift from the federal to the provincial governments. Although the more spectacular dimensions of this development may not have taken place until later, during the days of the Pearson government, certainly in the area of social policy the provinces had taken over the initiative by the mid-fifties. St. Laurent and his colleagues saw the need for a new accommodation with the provinces and the election of the Liberals in Quebec in 1960 was an important stage in the development of new movements in terms of provincial rights and regional interests.

The late forties and fifties were dramatic times from the point of view of Canada's international role. This period was the high point of Canada's position as a leading middle power on the world scene. Both the St. Laurent and Diefenbaker governments were active in support of the United Nations and its international police actions and also in foreign aid and technical assistance to developing nations. The Suez crisis of 1956 was a matter of sharp controversy at home and abroad, and Lester Pearson won international recognition for his leadership in that connection. This was also a period of sharp Cold War

tensions and Canada played an active part in NATO, in the Korean War and other crises.

These years have perhaps accurately been characterized as a "sober and conventional" period compared to the sixties (Creighton 1976:245), but it was also a time for the most part of vibrant growth, and for many it was an exciting time to be a Canadian. With the pipeline debate crisis of 1956 and the victory of the Conservatives in 1957, Canada moved from a period of relative calm on the political front to a "new era of doubtful, contentious politics". (Bothwell et al 1981:191)

PRIORITIES AND ASSESSMENT

When Roby Kidd took over the leadership of the Canadian Association for Adult Education in 1951, the organization already had established an enviable reputation as an outstanding national organization in the field. The story of the contributions of E.A. Corbett, the charismatic founding Director whom Kidd succeeded, and of the Association, through such internationally recognized programs as National Farm Radio Forum, Citizens' Forum and the Joint Planning Commission, are well known and have been described at length elsewhere. (Corbett 1957; Armstrong 1968; Faris 1975; Selman 1981)

The Association had been established in 1935, largely by leaders from the universities and government, and the intention of the founders was that it be a national clearing house and information centre for the field, a servant of the institutions and increasing number of practitioners across Canada. However, as a result of the leadership of Ned Corbett and the conditions created by the outbreak of the Second World War and the reconstruction period which followed, the CAAE was transformed from what had originally been intended, to a direct programming agency. Instead of a service agency to the emerging adult education establishment, the CAAE became an active provider of citizenship education. For a brief period in the early-to-mid 1940s, in the yeasty early days of reconstruction thinking, the Association took a stand itself on particular social and political issues. Although this action gained the Association some criticism, the somewhat radical manifesto of 1943 was soon replaced with a more moderate declaration of principles in 1946. From this point on the Association was committed to "the imaginative training for citizenship" (the words of the 1946 declaration), but took no positions itself on the issues of the day, other than

submissions to government bodies on matters clearly related to the interests of adult education and the adult learner.

Corbett himself was a remarkable leader of the Association. He had long experience in adult education before taking over the CAAE, had originally trained for the ministry, was strongly in the "social gospel" tradition, and a liberal in political philosophy. He was an attractive and vigorous person, with an outstanding capacity for forming friendships and working relationships with an astonishing range of people, including many leading figures in business, government and other educational and social agencies. He was a gifted creator of projects, and skilled at developing productive relationships with others, and nowhere were these talents demonstrated more successfully than in the creation of the two Forum projects, the Joint Planning Commission and other citizenship education activities carried out by the CAAE during his years as Director.

With the retirement of Corbett in 1951, the Associate Director of the Association, Dr. Roby Kidd, who had been on the staff for four years, was appointed to take his place. Roby Kidd grew up in Western Canada during the depression years and had worked for the Y.M.C.A. in Montreal and Ottawa before studying for a doctorate in adult education at Columbia University. His masters thesis at McGill University had been a biographical study of Dr. H.M. Tory, the institution builder in higher education in Canada (and promoter of adult education), and his doctoral dissertation was about education for citizenship and the Canadian Council on Education for Citizenship (CCEC), to which he expected to return in a paid capacity on the completion of his doctoral studies. The organization ceased to exist while Kidd was away, however, and Kidd was recruited instead, in 1947, to the staff of the CAAE, his chief task to direct the affairs of the newly-created Joint Planning Commission. Hiring Kidd had been suggested to Corbett by an officer of the Carnegie Corporation, from which Corbett had sought a grant in support of the establishment of the J.P.C. (For the first year of his employment with the CAAE, Kidd spent half time in Ottawa, finishing up some projects for the by then defunct CCEC.)

Kidd was 32 years old when he returned to Canada to join the staff of the CAAE and 36 when he became Director. He was a quiet and friendly person with a quick and ready sense of humor. Like Corbett, he had a great capacity for forming friendships. He respected as a colleague anyone who was working in the field of adult education, in however humble a capacity, and people with whom he came into contact were attracted--and heartened--by that sense of comradeship which he displayed. He was a lively companion and enjoyed the company of others,

especially on a one-to-one basis, or in small groups. He was not a particularly eloquent or dramatic speaker, but he always prepared carefully and people appreciated the professional skill and integrity, imagination, humanity and humor always evident in his presentations. The warmth of the man came through most effectively in smaller groups and personal conversation.

Kidd was a prodigious worker. How he accomplished all that he did was a mystery to his colleagues. He never took a holiday, in the normal sense of the term, but there was much change of activity in his professional life, and that may have helped. He was a sports fan, played and coached various games in his youth, and would take some time out from work occasionally to watch or listen to a game.

Kidd was a friendly and generous-spirited person who liked most other people. and most of them liked him. And he worked effectively with many persons for whom he had no particular affection. He did not have a very high toleration level, however, for people he judged to be mean-spirited or who in any way seemed to deny the potential of others for growth and development. Kidd had a strong sense of the mission of adult education and of the potential significance of the CAAE and other associations for whose welfare he was in any way responsible. There were a very few people in adult education whom he judged to be unduly negative, untrusting or destructive, for whom he developed negative feelings, which were often reciprocated. These were a very few exceptions to the general situation. The overwhelming number of people who knew Kidd admired his capacity, enjoyed his company and worked easily with him.

Kidd was a different style of leader than Corbett had been, although he had many of the same sympathies. He was no less a Canadian nationalist, but increasingly as the years went by, he supported and became involved in international contacts and projects. Like Corbett, he strongly supported the development of the arts in Canada. And like Corbett too, he had a capacity for relating to a wide range of people and winning their loyalty and affection. The most striking difference, perhaps, between his leadership and Corbett's arose from the fact that he had received advanced professional training in adult education, being the first Canadian to earn a doctorate in that field. This tempered his approach to the field as a whole and also made it possible for him to contribute--which he did more than any other person--to the advancement in Canada of adult education as a field of study and professional training.

Kidd was a pacifist at the outbreak of the Second World War, when he was 24 years old, and at first did not wish to participate in any way. As the war

went on and the issues became clearer to him, he tried to arrange participating in a non-combat role, but he could not find an opportunity which seemed to him more important than the work he was doing for boys and young men in the Y.M.C.A. Kidd was involved in human rights activities all his adult life, but during his years at the CAAE, although actively engaged in this work, he kept it quite separate from his role in the Association.

Kidd had many of the same social and political convictions that Corbett, Coady and other leaders of the field had demonstrated. But for two main reasons, he manifested them differently. He saw, for one thing, the needs of an emerging professional group of adult educators and realized that the goals of that group would have to be less overtly political than the CAAE's had been in the previous period. Secondly, there was by the 1950s a wave of conservatism in North American society which made an overt left-of-centre image a distinct liability in seeking support and attaining one's other goals. Kidd was a practical leader of organizations and projects and he was sensitive to the winds which were blowing. He was not afraid of controversy, but he chose his ground carefully.

The change in the political climate had been abundantly clear to Kidd before he assumed the directorship of the organization. In the context of his J.P.C. duties, he had had to deal with strident conflict of views over broadcasting policy and other issues. More telling were the series of conflicts which surrounded Farm and Citizens' Forum in the closing years of Corbett's directorship (see Faris 1975), some of them spearheaded by James Muir, the President of the CAAE itself. Kidd spoke to these matters directly in his first Director's Report to the Association in 1952:

This year we have been subjected to criticism in pretty equal doses from all parts of the compass and all parts of Canada. We have been castigated on many counts, from the ads we have accepted in Food For Thought up to policy decisions of the Executive Committee. (Kidd 1952b:5)

Kidd pointed out that anyone dealing with "bread and butter questions affecting the daily lives of Canadian people" could not expect to be immune from criticism "because of good intentions". He went on to point out, perhaps especially to the more activist members:

But an organization like ours has bounds and limitations which we must recognize. It is not and by its nature cannot be the radical agency of social action which some of you might prefer. Nor can it be a research agency only--simply observing and reporting facts. Our work cannot be done in splendid isolation; we must stay close

to where groups are living and working. The CAAE is concerned about the welfare of, but cannot be the mouthpiece of, the farmer, the union member, the housewife, the business man. (Kidd 1952b:5)

In the same way that Kidd cautioned the organization against seeking to pursue a partisan course of action, he was inclined at a personal level to speak in eclectic and inclusive terms about educational philosophies, rather than make strong personal statements in the Corbett style. He was fond of quoting Gandhi's statement:

I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.

For Kidd, this applied to educational philosophies as well. When in 1950, he published the first comprehensive book about adult education in Canada, his section on "A Working Philosophy for Canadian Adult Education" drew on the 1943 and 1946 CAAE statements and the words of both social activists and the more traditional liberal education point of view, active citizenship being the common element. (Kidd 1950:24-39)

Although Kidd seemed, in a paper prepared in 1975, to accept the Faris thesis (Faris 1975) that in the post-war period adult education became less concerned than previously with social change (Kidd 1975:260), this would not be a fair conclusion to draw with respect to Kidd himself. This may be one reason why he was drawn to the international dimensions of the field, the Third World generally seeing adult education as a means of social change. The English statesman, George Canning, said in a speech in 1826 (following his use of the Monroe Doctrine in the European power politics game), "I called the New World into existence, to redress the balance of the Old". In a way, Kidd did the same thing, helping to draw in the ethos of adult education in the developing countries, where it was closely associated with social and political goals, to offset the tendencies towards disinterested professionalism which he saw emerging in Canada and North America. Kidd also pointed out in his 1950 book that foreign visitors to Canada had a strong sense of adult education in this country being a movement, with a "sense of shared purposes". (Kidd 1950:13) It is significant that Kidd perceived this, and clear from his language that he took some pride in it. In the period of Kidd's directorship, the early stages of professionalization and institutionalization of the field of adult education in Canada were developing, and at an accelerating pace. No one contributed more to

that trend than Kidd himself. But at the same time, no one gave more effective leadership in the direction of avoiding the negative aspects of professionalization.

In some respects, the Kidd years at the CAAE can be seen as a transitional period. It was one in which the social movement tradition in Canadian adult education was being tempered by an emerging professional ethic. Adult education--at least as it was reflected in the CAAE--was to some extent losing the sense of identity which it had derived from taking a stand on some social issues, and was still in the process of reformulating its objectives in response to the outlook of a more professionalized field.

Citizenship education, in the broad sense in which the term is being used here, continued to be a central feature of the CAAE's work during the Kidd years. In his first annual report as Director, Kidd spoke of the network of partnerships with other organizations on which the CAAE relied:

This concept of the CAAE as a partnership, in fact and in the making, working with many organizations and interests towards the goal of responsible citizenship, is an essential key to an understanding of this report. (Kidd 1952b:4)

The standing of the CAAE in this field was revealed when in 1953 the Citizenship Branch of the federal government held a national seminar on citizenship matters. Attendance was by invitation and at least 12 of the 88 attending, including Corbett, Kidd and Clark of the CAAE staff, were prominent figures in the CAAE. Most of these persons also gave papers at the meeting. The recommendations of the seminar recognized the efforts of the CAAE in citizenship education and urged the Citizenship Branch to work with and support the meritorious CAAE projects. (Citizenship Branch 1953)

In early 1954, the Association's journal published an article by Rev. Moses Coady, according warm editorial support. It included a strong statement in support of the citizenship education function of adult education:

Education is the key that unlocks life to man in organized society. Adult education is the mobilization of all people, including those who are today poor and illiterate, for continuous learning. It is based on the conviction that people should not be allowed to float down the river of events--that positive, purposeful effort should be put into the business of guiding them up the rushing streams of

progress. They should come under their own power, of course. It is the work of educational institutions to organize them to do this. (Coady 1954:4)

In his report to the twenty-first anniversary annual conference of CAAE in 1956, Kidd returned to the theme of citizenship education, saying that adult education is "a basis, perhaps the basis, for responsible citizenship". He stressed that the Association "must always be found... in the thick of life's urgencies and its passions". (in FFT 17:1,13)

In 1960, towards the end of Kidd's term as Director, a bilingual pamphlet on Adult Education in Canada was published jointly with CAAE's French language counterpart, the ICEA. Under the heading of "Aims and Objectives", the purposes of adult education were stated in a form which gave primary emphasis to citizenship, very much in the same vein, and using some of the same words as the 1946 CAAE declaration. (CAAE/ICEA 1960:4-6)

Kidd's leadership of the CAAE consistently gave emphasis to the citizenship education function and tradition of the organization. He was supported in this effort by Gordon Hawkins, who served as Assistant Director of the Association from 1955 to 1959. Hawkins had come from England to the Extension Department of The University of Alberta, and thence to the CAAE. He was in the tradition of English adult education which placed particular emphasis on the importance of liberal education and the social and political relevance of adult education. He was an eloquent speaker and talented writer and organizer and gave strong leadership to the liberal and citizenship education activities of the Association, as well as to its general administration and organizational development. Shortly before joining the staff, Hawkins commented in an article in Food For Thought on what he saw to be the leading characteristics of adult education in Canada and the CAAE's role, compared to the situation in Britain:

[In Canada] the concern is more with what one might call the "community" aspects of adult education. Partly this is a consequence of geography and time. With newly formed and changing communities, with immigrant groups, with the awful challenge of distance, methods and aims are bound to be different. But there is also a newer, consciously evolved philosophy of adult education. It stems from a deep concern with the processes of democracy--with how the individual and the group and the community work, as much as with what they set out to achieve. Hence the emphasis in their scheme of things on group work, community organization, discussion methods and techniques, leadership courses

and so on, and, as a background to all that, on the use of the mass media to spread a common basis of information for their discussion and their social actions.

The Canadian Association for Adult Education [is] the prime mover and clearing house in this work....
(Hawkins 1954:2)

Throughout the Kidd years, the Association continued its leadership of its major citizenship education projects, Farm and Citizens' Forum and the Joint Planning Commission, carried out many other programs in the citizenship education field, often in association with the Canadian Citizenship Council and/or the Citizenship Branch of the federal government, and promoted informed citizenship through the Commission for Continuous Learning and the National Commission on the Indian Canadian. Education for citizenship, in the broad sense of the term, remained, as it had under Corbett, the core of the CAAE's work.

Another of Kidd's priorities was the improvement of practice in adult education. With his considerable experience as a practitioner and his advanced training from the most highly regarded graduate school in his field, Kidd had both the knowledge and the credibility which enabled him to provide effective leadership. His efforts towards the improvement of practice took two main forms, the advancement of research and professional training, and experimentation with new forms of organization, methods and materials.

Kidd's contributions to the development of professional training for adult educators are described in some detail below. The need for professional competence in the field, for something a great deal beyond idealism concerning the potential role of adult education in Canadian society, was a theme which Kidd almost invariably addressed himself to in any review he made of the general state of the field. He once described his concern about the state of professional strength and competence in the field as his only "serious apprehension about the future" of adult education. (CAAE DR 1956) He spent a great deal of his time teaching training courses for adult educators, both degree credit and non-formal activities, counselled many in the field concerning their further training and career development, and especially in the latter years of his directorship, helped to increase the capacity of the Association and its library as an information centre and clearing house for research activities.

The Association carried out many projects in these years which aimed at improving practice by experimenting with and demonstrating new forms of organization, new media and new kinds of learning materials. The American foundation,

the Fund for Adult Education (F.A.E.), financed some of these activities, including the study-discussion group experimental work conducted by Alan Thomas in the mid-fifties and the substantial program conducted by the Commission for Continuous Learning and its successor, Living Library, in the later years of Kidd's tenure. The Citizenship Branch of the federal government made possible several projects of this kind also, some devoted to general citizenship matters and some to the needs of recent immigrants. In association with its allied organization, the Joint Planning Commission, the CAAE did a great deal of work facilitating the exchange of program materials among organizations and also promoting the educational use of television, which arrived on the scene in Canada early in the decade. Workshops about the use of television were held in all parts of Canada, with the co-sponsorship of local or provincial organizations.

Kidd also attached priority to helping adult education serve more effectively a number of special groups in the population. His efforts related both to the affairs of the CAAE itself and to the field as a whole. He worked actively with the labor movement, giving a great deal of time to teaching at union-sponsored courses. He was anxious that the CAAE not become the preserve of professional educators and it was due to his influence that two business leaders became President of the organization during his time as Director. He worked hard to strengthen ties with allied fields such as communications and the arts, using the Association's annual Henry Marshall Tory Award and working relationships cultivated through the J.P.C., as well as other means of continuing contact. In these ways, as well as that of establishing standing committees of the Association on such areas as business and industry, labor, the mass media, and governments and school boards, he sought to relate the CAAE's activities to important interest groups.

Beyond the affairs of the CAAE itself, Kidd was one of the earliest voices in the field calling for more effective service by the adult education enterprise to certain neglected groups. Such ideas became a prominent feature of the scene in the next decade and beyond, but one is struck, when reviewing Kidd's work in the fifties, and that of the Association as a whole, with the leadership role which was played in this important area. Although the Diefenbaker government began to look into these matters in the late fifties, the War on Poverty and other consciousness-raising activities of the mid-sixties were still several years ahead. But throughout the fifties Kidd, and some others in the Association, were expressing concerns, developing specialized programs and drawing

public attention to the special needs of older persons, women, single parents, immigrants, prison inmates and native people.

One of the most striking features of Kidd's leadership was his involvement in international dimensions of the field. His clear commitment to international contacts and assistance appeared early in the decade in the form of assistance in the Caribbean, the CAAE campaign for the creation of a UNESCO Commission in Canada and Kidd's increasingly frequent contacts with UNESCO and other international bodies. His eight month technical assistance mission in the West Indies in 1957-58 gave Kidd further experience in the problems of developing nations and increased the confidence with which he carried out his international role. His scholarship became increasingly well known abroad. This, plus his increasing ties with UNESCO, his chairmanship of the Adult Education Committee of the World Confederation of Organizations of the Teaching Profession, and most of all, his spectacularly successful leadership of the World Conference on Adult Education in Montreal in 1960, established Kidd by the end of the decade as perhaps the best known adult educator in the world.

But Kidd's priority task in these years was developing the CAAE into an ever-more useful servant of and participant in the adult education movement. His growing prominence, at home and abroad, brought credit to the Association, as did his scholarship and publications. His unusual ability to raise funds for worthwhile projects helped to increase the effectiveness of the Association and expand its work and staff. He attracted a number of especially talented persons to the staff of the Association and to leadership positions in its policy and executive bodies.

Kidd had his critics within the Association, as all Directors did. As in the case of almost all organizations which cannot support themselves out of fees from their membership, there is an inherent contradiction in their affairs. On the one hand, the membership expects to direct the activities of the association and establish its priorities. On the other hand, so long as the director is left to raise much of the money, especially for the main projects, he must go where he finds the money to be, often along the lines of his own priorities and enthusiasm. In such a situation, there is a danger of the membership, and even the policy-making bodies, coming to feel that they are not in effective control. Kidd was not a by-the-book administrator and was not always able to keep his National Council fully informed. Most colleagues understood that the Director must be given his head, and freedom to follow up on opportunities which appeared. And most of those involved in the Association's affairs were fond of Kidd,

respected and admired his accomplishments, and both understood his situation and were willing to "overlook" occasional lapses in communication. But there were a few who could not accept Kidd's style, or were not willing to do so, and who became alienated from him and the Association.

By and large, however, Kidd's leadership of the Association and his many personal accomplishments as scholar, teacher, organizer and international leader, increased the CAAE's effectiveness and worked to the benefit of both the Association and the movement as a whole. He was a man of many parts, with a prodigious capacity for work and an unusual ability to relate to and attract the admiration of others. His contributions to adult education and to the CAAE were impressive, but complex, and not readily summarized. He contributed substantially to the professionalization of the field, but retained the sense of movement and was effective in attracting many from other fields of interest into the circle of the CAAE. He cared deeply about and contributed significantly to the social and cultural development of his country, but also brought the CAAE and many Canadian adult educators into participation in international developments. He valued highly the strengths of the established CAAE projects, the Forums and the J.P.C., but also pioneered important new program initiatives. He believed that a strong CAAE had important contributions to make, but also encouraged regional and provincial organizations. He was a leader of adult education at a world level but he found time to spend hours in his office with a new recruit to the field, welcoming him to the family of adult educators and challenging him with its hopes and potential.

In a monograph in which he described the three World Conferences on adult education (Kidd 1974), Kidd used a quotation from All's Well that Ends Well, in referring to the field:

Our doubts are traitors
And make us lose the good we oft might win
By fearing to attempt.

Part of Kidd's success as leader of and advocate for adult education was his deep belief in its importance and his confidence in fighting for its interests. A man who worked closely with Kidd in these years, Walter Herbert (who was the longtime chairman of the J.P.C.), has said that during Kidd's time studying at Columbia, he rubbed shoulders with American leaders and the officers of some of the large foundations and that he learned "to think big about adult education". (Herbert 1959:14) Kidd constantly tried to persuade his Canadian colleagues of the richness of Canada's accomplishments in adult education and

of the field's rightful claim for more substantial recognition and support. In the introduction to one of Kidd's pamphlets, published early in the fifties, the writer stated that it was "recommended reading for pessimists" (Kidd 1953c:4) because of the life, promise and challenge reflected in it. The same may be said of Kidd himself. He thought big about adult education and he invited others to do so as well.

THE CAAE 1951-1961--ORGANIZATION

Administration and Staff

The CAAE went through a period of very considerable growth and development during Kidd's years as Director. He was anxious that it not become tied in only with the educational institutions of the country, as much as he valued those associations, and he made considerable efforts to engage people from many parts of society in the work--business and industry, organized labor, government services, other professions, and voluntary organizations--as well as from the field of education. During the decade of Kidd's directorship, of the five presidents of the Association, two were businessmen (J. Muir and W.R. Carroll), two were university presidents (R.C. Wallace and N.A.M. MacKenzie) and one an adult education administrator (and by this time a Senator), Donald Cameron. Of the chairmen of standing committees in 1958-59, for instance, committees concerned with aspects of practice were all chaired by professional educators and of the remaining twelve, five were chaired by other than educators.

Soon after Kidd took over as Director, with the assistance of the President, an experienced businessman, a more adequate pension and fringe benefit package was arranged for the staff. (CAAE NC Nov. 24, 1951; Exec. Jan. 10, 1952) The Association's offices, at 143 Bloor St. West, Toronto, had become increasingly overcrowded and were moved to more spacious quarters at 113 St. George Street.

Finances were a constant concern, as always, for the Association. The Finance Committee, chaired for most of the period by H.H. Edmison, did steady service in securing and maintaining donations from corporations, provincial governments and individuals. The budget of the Association more than tripled in the Kidd years and there was a deficit--a modest one--in only one year, 1957-58, when he was away in the Caribbean. Membership campaigns were carried out from time to time, and membership was maintained at a fairly satisfactory

level, but memberships did not help the net financial picture. On the program side, Kidd was very successful in raising funds for projects. During this period it was two American foundations--Carnegie and the Fund for Adult Education--and departments of the federal government, most notably the Citizenship Branch, from which he raised the largest amounts. Kidd gained the reputation, beginning in this period, of being a wizard at raising money. He always maintained that it was simple enough. Perhaps one key to his success was the fact that he and the CAAE earned the reputation of achieving a great deal on slender resources. Kidd told close colleagues that he had been told by an American foundation executive that the CAAE could do more with a dollar than any other organization he knew of. Most grants, however, were used up mostly in paying out-of-pocket costs, with only modest amounts, if any, to cover any administrative overhead. What made the system work as well as it did was the fact that in some of the major grants, Kidd built staff time (mainly his own) into the projects to be carried out. He frequently "sold" his time several times over for such projects, which was fine so long as he could deliver. This he did, by virtue of prodigious effort and productivity (and to a lesser extent, that of some of the other professional staff). A review of his major writing accomplishments alone during this decade is very impressive. When it is remembered he also ran the organization, taught a great deal, and travelled widely in Canada and abroad, the record is truly to be wondered at.

The size of the staff of the Association grew considerably during the period, and included some remarkably able people. Corbett did some consulting work, on a retainer fee, for a short time after his retirement. Throughout, there was the National Secretary of Citizens' Forum, Isabel Wilson, and the editor of Food For Thought. Six different persons served in the latter capacity during the decade. Clare Clark took over staffing the Joint Planning Commission when Kidd became Director and retained it until she became President of the Commission on the Indian Canadian in 1957. Alan Thomas was on staff as a program officer from 1953 to 1955, largely to carry out demonstration work under a grant from the F.A.E.

In the middle of the decade, expanded revenue (much of it from project grants) made possible an increase in the staff. The most notable addition of the period was the hiring of Gordon Hawkins as Associate Director in September, 1955, a post he held until April, 1959. Hawkins was fine organizer, a gifted speaker and writer (he was an outstanding "permanent" chairman of Citizens' Forum broadcasts for a time) and complemented Kidd and his abilities very well.

Hawkins filled in ably for Kidd when the latter was on leave in the West Indies for most of the 1957-58 year. Another most valuable addition in 1955 was Diana Ironside, who served as librarian and information officer until 1957, when she expanded her work to include the J.P.C. (for a brief period) and some other projects. Other able staff joined the Association for briefer periods, Peter Martin and Catherine McLean to staff the Commission for Continuous Learning and Living Library, respectively, Muriel Jacobson, who took over the J.P.C. and staffed other projects, and John Melling, who was on staff briefly as Director of the Commission on the Indian Canadian, until it became an autonomous body in 1960. In late 1960, Arthur Pigott joined the staff as assistant to the Director and when Kidd left in April of 1961, Pigott served briefly as Director, until replaced by Alan Thomas in the fall of 1962.

Regional Developments and Structure

The organizational structure of the CAAE remained basically the same during the Kidd years, but some modifications were made to accommodate regional and provincial interests, and by the early sixties, major changes were on the way. In this respect, perhaps the affairs of the CAAE anticipated developments in the larger society, with the emergence of regional and provincial claims, which became so prominent in the sixties.

The constitution of the CAAE, as is customary with voluntary associations, vested ultimate control over its activities in the membership, as expressed by ballot and at the annual meetings. Between annual meetings, policy matters were directed by a National Council (NC). At first, it was simply left to the good judgment of the nominating committee and the membership to see that there was satisfactory representation from across the country on the NC, but soon after Kidd became Director, he urged that more deliberate provision be made in this regard and at the annual meeting in 1951, the size of the NC was increased and a formula written into the constitution whereby the NC would be made up of 24 persons from the Central Provinces, 16 from the Atlantic region and 16 from the West. (CAAE AM April 27, 1951) Between meetings of the NC (which normally met three times a year) the affairs of the Association were managed by a small Executive Committee, the Director and staff.

One of the most important developments during Kidd's time, and an aspect of the work to which he gave vigorous leadership, was the emergence of regional and provincial organizations of adult educators. There had been a few relatively short-lived organizations of this kind in the earlier years, one in Winnipeg in

the mid-thirties (Selman 1963:230), in Ontario and the Eastern Townships of Quebec in the early forties (FFT 1:5,19 and FFT 2:3,18-19) and in Alberta beginning in 1943 (Bercuson 1944), but by the late forties no such organizations were functioning. Because of the growth of the field across the country, and the increased numbers of institutions, programs and personnel involved, it was decided in late 1950 to begin the policy of holding national conferences of CAAE on alternate (even numbered) years and to promote the holding of regional meetings in the years in between. (CAAE Exec. Nov. 4, 1950) The aim was, by means of such regional meetings, to provide in-service development opportunities for adult educators in the regions and to promote the general development of adult education in those areas as well. There was no intention at the outset of promoting the development of provincial or regional organizations, just to provide periodic opportunities for meetings at the regional level.

As it turned out, organizational developments were quite different in the two regions, East and West. (There was one Ontario region conference during the period, but apparently the national meetings and conferences of the CAAE generally met the needs of the region.) In the Atlantic provinces, regional conferences were held every second year throughout the decade, but no provincial organizations resulted. In the West, provincial adult education bodies were formed, and there was discussion about a Western regional organization as well, but as in the Atlantic region, all that happened on the regional level was the formation of planning committees for the biennial conferences.

The first regional conference under CAAE auspices was held at Amherst, Nova Scotia, in June of 1951. (There is record of a "Maritimes Conference on Adult Education" in Saint John in March, 1939, but it was apparently not sponsored by the CAAE. (FFT 16:7,300)) Referred to as "the first Atlantic Region Conference" (Anon 1951:32), the meeting in 1951 dealt largely with the co-ordination of efforts among the agencies represented. Two years later, in June of 1953, a four day regional meeting was held at Antigonish, attended by more than 200 delegates. A booklet describing the work of many agencies in the region had been prepared since the previous conference and was distributed at this second meeting. The program dealt with a variety of professional concerns and with the general development of the region. There was reference in the report to the "incoming executive" of the conference, and certain tasks were referred to it for action, but there was no indication of the range of its activities. (Timmons 1953) The third conference, held in Charlottetown in 1955, focussed mainly on the economic development of the region. (Anon 1955) In

contrast to the somewhat parallel series of meetings which took place in the West at this time, there was little if any attention given in the Atlantic region to the CAAE as an organization, or to the relationship of the region or the provinces to the national organization. Indeed, in reporting to the national Executive in December of 1956, Gordon Hawkins indicated that whereas the West was pressing for structural changes in the CAAE, the Atlantic region was not (CAAE Exec. Dec. 6, 1956), and early the following year, he reported in the same terms to the National Council. (CAAE NC Jan. 5, 1957)

The fourth regional meeting was held in Sackville in June of 1957 and was devoted to community development and its impact on the region. (Jones 1957) Although there was no evidence of it in the subsequent account of the conference printed in Food For Thought, some thinking was apparently going on in the region about organizational structure. At a founding conference of an Alberta organization of adult educators held in May of 1957, Hawkins stated that whereas the West was moving in the direction of provincial organizations, the Atlantic region was likely to have a regional body. (Minutes in O.I.S.E. files) There was a fifth regional conference held at Bathurst in June of 1959, but organizational matters were apparently not discussed. (Kidd 1959:45)

Although the regional conference scheme was established in 1950 and the Atlantic region held its first conference the following year, the Western provinces did not get going until 1953. Kidd had indicated to the Executive of the CAAE the previous year that some people in the West were thinking of a "Western Council on Adult Education". (CAAE Exec. April 16, 1952) Two months before the first Western conference, Kidd informed the NC that there was interest in the West (B.C. was mentioned particularly) in the formation of provincial bodies which would be linked to the national organization (CAAE NC Mar. 7, 1953), and at a further meeting held just days before the first Western conference, he indicated that committees had been established to study "organization in the provinces". (CAAE NC May 19, 1953)

The first Western Regional Conference was held in Banff in May, 1953. Resolutions from the meeting dealt with professional training and other matters and endorsed the idea of further such meetings. (Anon 1953) One recommendation called for study of "co-ordination of educational policies and programs in the provinces and in local communities". (Selman 1969:3-4) Not recorded in the report but significant in the light of future developments was the fact that at the Banff meeting, the suggestion was discussed among some B.C. delegates that a provincial adult education organization be formed in that province. (Selman

1969:3) These plans materialized in the fall of 1954, when following an organizational meeting in September (which was addressed by Kidd), the first semi-annual meeting of adult educators in British Columbia was held in December. (Selman 1955; Selman 1969) (These semi-annual conferences continued on a regular basis until the early sixties, organized on an ad hoc basis until 1957, when the B.C. Adult Education Council was established as the organizing body.) A similar meeting was held in Manitoba in 1954 as well. (CAAE NC Jan. 22, 1955)

The Western regional conference in 1955 was held in Saskatoon in May and the program dealt mainly with aspects of social and community development. A strong resolution was passed in support of arranging professional training experiences for adult educators. (Anon 1955a) In an article which appeared in the CAAE journal late in the year, Selman indicated that there was some support in B.C. for the idea of a "provincial counterpart" of the CAAE, and ultimately, "a provincial division of the CAAE". (Selman 1955:124) Such a development was still some six years away.

The following year, 1956, was a year for the national conference. The NC, at its meetings in January and June, discussed the regional developments. Kidd had prepared for the January meeting a "Memorandum on Regional Participation in the Management of CAAE", which outlined a number of possibilities for more effective liaison with the regions, including opening regional offices, appointing a travelling staff member who would spend time in each region, appointing more regional representatives to the NC, and regional J.P.C.s or divisions of CAAE. These suggestions were discussed at the two meetings (CAAE NC Jan. 28 and June 10, 1956) and at the national conference. The report on the latter which appeared in Food For Thought indicated that some of these alternatives had been discussed and stated that "it was evident that strong regional organization was just in the beginning stages". (Hawkins 1956:8) In the fall of the year, the regular semi-annual conference in B.C. decided that something more in the way of organizational structure was required for their purposes and established a committee to make recommendations in that connection, instructing it as well to look into the relationship between any such organization and the CAAE. Hawkins reported to the national Executive in December (having met with the Western region conference planning committee shortly before) that those in the West wanted some change in relationships with the regions. (CAAE Exec. Dec. 6, 1956) A committee was appointed to look into the various dimensions of the issue.

The year 1957 was one of considerable regional and provincial activity. In January, the NC indicated its clear willingness to be responsible to regional wishes, deciding to consider "the basis for regional and other types of representation on the National Council, with a view to making any changes that may be necessary". (CAAE NC Jan. 5, 1957) In February, Gordon Campbell, Director of Adult Education for the Government of Saskatchewan, who had earlier sent to Kidd, Hawkins and several other people in the Western provinces some suggestions about the possible form a Western regional organization might take, circulated to these same people the responses he had received from them all. (Corresp. dated Feb. 18, 1957 to author, et al) The responses were mixed, many calling for further discussion of the matter at the up-coming regional conference, and several saying that provincial organization should be given preference over regional dimensions. In early May, all four Western provinces held adult education conferences, B.C.'s and Manitoba's being the latest in their regular series and the other two being the first such provincial meetings, certainly in recent years. (Selman 1957)

These meetings were then followed by the third Western regional conference, which dealt mainly with organizational matters. There a model for provincial organizations was developed, which delegates from the several provinces were invited to take back to their own provinces for possible application. In terms of the relationship between the provincial bodies and the CAAE, the meeting examined two alternatives. One involved the provincial bodies being affiliated with the national organization and the other, that the CAAE members in each province elect the NC members representing their area. What would be involved in affiliation was spelled out in some detail by the meeting. In structural terms, the two essential elements were that the provincial organization be responsible for the nomination of those from their region running for membership on the NC, and that the provincial body itself be entitled to name its own representative on the NC. (CAAE 1957) These suggestions formed the basis for the subsequent constitutional amendments put into effect by the CAAE.

Careful and detailed consideration was also given at this meeting to the possible form of a Western regional organization, and the matter was referred to the next meeting. Shortly after the regional meeting, Hawkins reported its conclusions to the national Executive, which approved the suggestions in principle and appointed a committee to draw up corresponding changes in the constitution. (CAAE Exec. June 8, 1957) These were duly approved at the annual meeting in May of 1958 (CAAE AM May 23, 1958) and as a result, formal

recognition was provided in the CAAE structure for the role of provincial or regional affiliated organizations. (A representative of a provincial body attended a NC meeting for the first time in February, 1959.)

This arrangement remained the basis of the relationship with the provinces until 1959. At the Western regional conference in that year, most of the time of the meeting was devoted to organizational matters. Thinking in the region had progressed further by this time and concern was now expressed that there was no CAAE presence in the provinces. It was pointed out that although provincial organizations, which were of a consultative, informal nature, performed certain local functions adequately, they were not able to carry out advocacy activity on behalf of the field or to raise funds or solicit memberships on behalf of the CAAE. After consideration of this problem, the conference approved a recommendation whereby the persons in each province who were members of the NC of the CAAE would be constituted as a provincial executive of the national organization and carry out functions at that level on behalf of the national body. (CAAE 1959:14) This recommendation was accepted by the CAAE and a few months later, Kidd indicated to the Executive that the Saskatchewan group had already met. (CAAE Exec. Sept. 8, 1959)

Although no further change in the relationship between the CAAE and the provincial or regional organizations was made in the years while Kidd was Director, change was very much in the air by the time he left. At the annual meeting in 1958, both Selman and Thomas from B.C. raised the prospect of creating chapters or divisions of the CAAE at the provincial level. (CAAE AM May 23, 1958) Ever alert to thinking in the regions, Kidd suggested to the national Executive that it appoint a committee to keep the whole matter under review, and this was done. (CAAE Exec. Sept. 8, 1959) The next major initiative came in the spring of 1961 from the B.C. organization. At its thirteenth semi-annual conference, which was at the same time a preparatory meeting for the national bilingual conference to be held in Ottawa in the fall, the B.C. group adopted the report of a committee which had been chaired by Alan Thomas and which proposed the abandonment of the B.C. Adult Education Council in favor of the creation of a provincial division of the CAAE. The latter would be an integral part of the CAAE, not an affiliated body. In the end, the CAAE accepted this proposal for provincial divisions. The process thus begun was not completed until long after Kidd had left the Association, preliminary discussions taking place in the fall of 1961 at the national conference and the necessary constitutional amendments being given final approval by the CAAE

annual meeting on June 2, 1962. (Selman 1969; Selman 1980)

Of particular interest in connection with all these developments was the role played by Kidd and his colleagues at the national office. Kidd had stated:

I think the record will show that the national office and staff and Executive were always in favor of and encouraging local organization but did not set out conditions under which it should happen, leaving that to local planners and negotiation. (Letter to author Aug. 26, 1969)

Kidd and his associate for part of the period, Gordon Hawkins, were back and forth across the country a great deal attending almost all regional meetings and many provincial ones. They were in a position to report developments first hand to the national body and the record indicates that they consistently supported the necessary adjustments in CAAE procedures or constitutional arrangements so as to facilitate the changes desired in the regions.

THE CAAE 1951-1961--PROGRAM

Farm and Citizens' Forum

National Farm Radio Forum and Citizens' Forum were creations of the pre-Kidd period and were already well known internationally by the time Kidd became Director of the Association. In his introduction to Adult Education in Canada, published in 1950, E.A. Corbett stated that at the World Conference in Denmark the year before, "every English-speaking delegate" was familiar with "the new techniques in radio education developed through National Farm Radio Forum". (Kidd 1950:xi)

In terms of the affairs and apportionment of resources of the Association, the two Forum projects lost something of their dominance during the decade. Kidd believed in their importance, an aspect of his strong sense of the centrality of citizenship education as a function of the field, but it was only natural that as new programs and new goals for the Association appeared, they should claim attention. This trend is made quite obvious, for instance, from a review of Food For Thought over the decade. In the early years of the fifties, every issue had pages devoted to news about the Forum programs. By the end of the decade, it was the exception when something about them appeared. Both programs were by the end of the decade in a period of decline, and their years were numbered.

National Farm Radio Forum was the older of the two programs and the best known. After his retirement from the directorship, Corbett was still active on behalf of the Association and one assignment he took on was representing it on the Board of Farm Forum. Farm Forum was a special favorite of Corbett's and this was a congenial arrangement. Because of the involvement of the Canadian Federation of Agriculture in the management of Farm Forum, there was an independent governing board; it was not an integral part of the CAAE in the same way that Citizens' Forum was. It was perhaps at least partly for this reason that in the latter years of the decade, news of Citizens' Forum appeared more frequently in the Association's publications than that of Farm Forum.

The period of the fifties was for the most part one of continued relatively high level of activity for Farm Forum, but there was a gradual decline in the number of listening groups. The highest level of activity preceded Kidd's years as Director; in 1948-49 there were 1,600 listening groups, with approximately 30,000 members. (Ohliger 1967:42) In the early fifties, the number of forums hovered between 900 and 1,000. (Anon 1952; Wilson *et al* 1954) By 1957-58, the figure was down to 772 and the following year to 600. (CAAE DR's) In 1958, considerable efforts were made to reverse the trend, but although initial results were encouraging, the decline set in again. (Ohliger 1967)

Farm Forum engaged in a broader range of activities than did Citizens' Forum. Its publication, Farm Forum Guide, had many features in addition to background information about activities undertaken by groups in their local communities. Indeed, there are those who argue that the decline and eventual termination (1965) of the national program were not an indication of failure but rather a sign that many of the groups had become preoccupied with local development tasks and had gone on to other things.

One significant event of the decade was the commissioning by UNESCO in 1951 of a study about Farm Forum, the purpose of which was to make the project widely known in the international community, for possible application in the developing countries. UNESCO put \$16,000 into the project and other funds were raised elsewhere. (CAAE Exec. Nov. 23, 1951) The volume was prepared by Alex Sim, the pioneer of the project in Canada, and was published in 1954 under the title Canada's Farm Radio Forum. Farm Forum, along with the extension work of St. Francis Xavier University (the Antigonish Movement) were perhaps the best known Canadian adult education projects in the international movement.

Citizens' Forum continued to operate throughout the decade as well, but on a declining scale, as far as the number of organized listening groups was concerned. Having reached a high of 1,215 groups in its first year and 800 the next (1944), the number declined until it stood at 400 for several years in the late forties and early fifties. Decline set in again during the fifties. (Wilson 1980:28) In 1953, there were 315 groups functioning and the following year the number dropped off to 200. Television had begun on a national scale in 1952 and the system got up to full production the following year. It was felt that if Citizens' Forum was to continue to attract an audience (which went far beyond the organized listening groups), it would have to go on television as well. This move was not wholeheartedly supported by everyone involved. The radio version became just the audio of the televised broadcast, and the length was reduced to 30 minutes (from the traditional 45) in order to conform to the requirements of the television schedule. The broadcast in its first year was moved out of prime time, to the 10:00 to 10:30 time slot, too late for its use in the usual way as discussion starter for listening groups, and then moved to Sunday afternoons. Provincial input on the broadcasts, which had been used to promote the formation of groups and maintain a network of communication among them, was eliminated with the reduction to a half hour broadcast. (Wilson and Stinson 1957; Anon 1958c)

By the end of the 1958-59 season, there were only between 40 and 60 discussion groups functioning and it was decided to do away with the provincial offices for the program, which were located in university extension departments and some other centres across the country (and run on a part-time basis as part of the host organization's program, at no charge to the CAAE). The television version was clearly reaching a larger audience than radio had, and the volume of mail from listeners about the programs had increased greatly, but the broadcasts now mentioned only the national office and the number of listening groups did not justify maintaining the provincial offices.

In 1963-64, after many trials and experiments with format, and increasing signs of lack of interest in the arrangement with the CAAE on the part of the C.B.C., Citizens' Forum lost even its longstanding title, which was changed to "The Sixties", and the radio version was converted to an open line show, the precursor of "Cross Canada Checkup". The program had thereby been changed out of all recognition and for all practical purposes ceased to exist.

Such a short treatment leaves out of account a great range of experimental and special activities during the period--broadcasts from community

meetings, variations in program format, dramatic presentations, etc. Of importance too were the pamphlets which were produced on the topic of every program, year after year, under the general editorship of Isabel Wilson. These pamphlets were often the first study materials created on what over the years became an amazingly wide range of public issues facing Canadians, and not only were they important to the functioning of the program at the time, but as time goes by they become an increasingly interesting reflection of concerns of Canadians throughout the life of the project.

In the early years of Citizens' Forum, there were several controversial incidents, involving a cast of characters ranging on different occasions from Liberal cabinet members, to right wing elements, to representatives of business interests--including on one memorable occasion in 1951 the President of the CAAE itself (the President of the Royal Bank of Canada). These disputes have been described elsewhere at some length. (Faris 1975:104-08, 134-50) It is sufficient to note that dispute centred around the balance of spokesmen who were selected to represent various points of view on the broadcasts, and occasionally on the way in which issues were dealt with in the pamphlets. Considering the fact that the very essence of Citizens' Forum was to deal with controversy, it is not surprising that there were occasional "incidents" and it is a credit to the skill of all those involved that there were in fact so few.

Joint Planning Commission

It is likely fair to say that the Joint Planning Commission had a special place in the heart of Roby Kidd. When he joined the staff of the CAAE in 1947, his chief assignment was to act as the founding executive secretary of the project and he saw it through its formative years, relinquishing the task when he became Director of the Association in 1951. The origins of the J.P.C. have been described elsewhere. (Clark 1954; Selman 1981:26-33) It was an imaginative approach to voluntary co-ordination and consultation at the national level among agencies--public and private--concerned with adult education, social and cultural development. The biographer of John Robbins, a co-founder of the Commission along with Ned Corbett, has called it an instrument of "the social growth of Canada". (McLeish 1978:103)

The J.P.C. was active throughout Kidd's years at the CAAE. There was a regular pattern of three meetings a year, usually in Toronto, Ottawa and Montreal, through which programming and publication plans were exchanged and significant issues studied and debated. Meetings were attended by representatives

of more than a hundred government departments, crown corporations, voluntary, church, business, labor, health and welfare, cultural and of course educational organizations. A report on J.P.C. "membership" given to the National Council in 1955 contained the following breakdown of the participating groups:

Business and Professional Groups	15
Labor Unions	4
Churches	5
Government Departments and Agencies	18
Provincial Departments of Education	6
University Extension	17
Voluntary Organizations	49
	114

It was further stated that of those organizations, 75 were making some contribution to the CAAE in the form of donations or grants. (CAAE NC Jan. 26, 1955)

The J.P.C. was not a "membership" organization in the normal sense; this would have been awkward for some of the organizations, especially the public agencies. Organizations simply took part on a regular basis if participation was useful to them. The J.P.C. was staffed by the CAAE, which was at the same time the organizer and one among equals as a participant. The J.P.C. was not a social action body. It was understood that no organization, by virtue of its participation in the J.P.C., would be committed to social action measures. However, many organizations, singly or in co-operation with others, did take action on issues, at least partly on the basis of insights and information gained through the J.P.C.

Topics discussed at the regular meetings ranged far and wide. They included such as the following: Retraining and Employment, Human Resources and Canada's Expanding Economy, television policy, French Canada, policy with respect to native people, the role of the press, Channels and Bottlenecks in Organizations, UNESCO's educational activities, labor education, problems affecting Canadian families, the work of national cultural institutions, and issues as broad as Significant Trends in Canadian National Life.

Apart from the regular meetings of the Commission and the discussion of topics such as the above, special activities of other kinds were carried out as the need arose. Task forces were created from time to time to carry out studies on subjects of interest to a number of the members. Matters studied in this way included the marketing of U.N. publications in Canada, film services, censorship, the distribution of program materials, radio and television broadcasting and labor education. Reports on these studies were made to the J.P.C., when

completed, often providing the basis for a full session of the Commission. Another type of special activity was carried out in the early days of television broadcasting in Canada. In the summer of 1953, the J.P.C. organized a six day workshop on the educational use of television, bringing together people from educational institutions, voluntary organizations, churches, labor, broadcasters and government agencies. A briefer version of this program was made available to all member agencies, and a modified version was offered in several Canadian cities, in co-sponsorship with local agencies. (Clark 1954:21; Wilson 1980:89) In addition, the J.P.C. organized for several years awards in the fields of film making and broadcasting, to recognize outstanding achievement by Canadians in those fields.

When the original grant from the Carnegie Corporation, which had made the organization of the J.P.C. possible, ran out in 1949, Carnegie was appealed to again and a further \$22,500 was made available, not for general administration this time, but for special projects and experiments which grew out of the work of the Commission.

The J.P.C. did not long survive the change of leadership in the Association after Kidd left, being disbanded two years later. By any standard, the J.P.C. was a highly successful venture. It succeeded where many such organizations had failed. The J.P.C. was the subject of study by many visitors from elsewhere in North America and abroad (Clark 1954) and is generally considered to be one of Ned Corbett's major contributions to the field and one of the CAAE's and Canada's significant achievements in adult education. Corbett and others created it. Kidd was a key figure in making it work successfully.

Study-Discussion Programs and the Fund for Adult Education

Funds for program activities, as for everything else at the CAAE, were always in short supply. The main body of the CAAE's activities did not involve direct service to adult learners. As Kidd put it on one occasion, "we are a national organization working with and through others". (CAAE DR 1956) The two Forum projects were in some respects exceptions to this, as were a number of demonstration projects which were undertaken from time to time. During the Kidd years, much of this demonstration work was made possible by grants from an American foundation, the Fund for Adult Education, which was a subsidiary of the Ford Foundation.

Throughout Kidd's years as Director, he was able to secure funds, for various purposes, from the F.A.E. In the summer of 1951, Kidd engaged in

successful negotiations with the F.A.E. and he placed before the Executive in September an outline of various projects which would be carried out under a series of grants from that organization, the "Learning for Living" pamphlet series being the outstanding item. The Executive approved the proposals. (CAAE Exec. Sept. 10, 1951) More detailed information is available from the minutes of the National Council meeting later in the fall, where it is reported that the CAAE had been asked to "try out groups in Canada to evaluate the effectiveness of a film-discussion series on democratic ideas" and that funds had been secured to publish seven pamphlets. (CAAE NC Nov. 24, 1951) In the December issue of Food For Thought, a preliminary list of topics and authors was provided, only some of which turned out to be accurate in the end. (Anon 1951) A further grant of \$5,000 was secured from the F.A.E. in 1953 to finance the remainder of the series (CAAE Exec. Jan. 14, 1953) and these are discussed elsewhere.

In the late 1940s, stemming from experimental work in the United States, there was a strong upsurge of interest in the small group as a setting for adult learning. Although much of that early work concentrated particularly on the functioning of the group itself--group dynamics or group development as it was often referred to, it led to a heightened interest in the small group as a setting for various types of education. The Fund for Adult Education took an interest in this matter and in the late forties began to finance the development of study materials which were suitable for such groups, through such organizations as the Great Books Foundation and the American Foundation for Political Education. In Canada, small group study activity was already a familiar part of the scene. The two CAAE-C.B.C. Forum projects relied on discussion in small groups and the well known Antigonish Movement sponsored by St. Francis Xavier University had also depended on small group study. In 1947, Corbett of the CAAE and Coady of St. Francis Xavier published a jointly prepared series of six "principles of adult education", one of which was "that adult education functions most effectively through group study and group action". (Corbett 1947:12) Because of the considerable experience and reputation of the CAAE in the management of programs involving small group activity, it was presumably not difficult to convince the officers of the F.A.E. that the CAAE was a suitable partner for some of its programs involving that method.

However, it appears that the prospect of getting funds for testing the discussion series, which had been mentioned in the fall of 1951, did not materialize at that time. Late in 1953, Kidd reported to the Executive that a

grant of \$12,500 had been secured from the F.A.E. to finance an experimental discussion project and that Alan Thomas had been employed to carry out the work. (CAAE Exec. Nov. 3, 1953) In the subsequent year and a half, Thomas organized and supervised demonstration groups which followed one of three different programs which had been underwritten by the F.A.E. The courses were generally known as study-discussion programs, the participants being required to read materials in advance of the session and then to come together and discuss them, under the leadership of a person who usually was not expert in the subject matter, but had been given some training in the leadership of such group discussion.

The experimental work was carried out in several centres in Ontario, and in Montreal. The three courses involved were World Affairs are Your Affairs (based on a series of nine films), Ways of Mankind (involving recordings and readings) and World Politics (based on readings alone). There was liaison with the Great Books program, which had been launched in Canada two years before and involved similar methodology, but had its own separate organizational arrangements involving the public libraries. The groups which participated in the project were organized by Thomas through agencies such as the Y.M.C.A., community centres, unions and educational institutions. Thomas acted as a discussion leader for many of the groups, assisted by others. The film series was used with several local groups, but in addition, was broadcast over television station CFPL in London, Ontario, with discussion groups appearing on the broadcast, as well as participating at home. Thomas reported on the project to meetings of the National Council during 1954 and early 1955 and in May of that year he left to do further graduate study, at Columbia University. (CAAE NC Jan. 16, May 26, 1954; Jan. 26, May 3, 1955) The groups which took part in the demonstration were involved in evaluation of the courses at their conclusion. (Hawkins 1956:28; Thomas 1957)

In the meantime, Kidd had advised the National Council in January of 1955 that further grants from the F.A.E. were a possibility (CAAE NC Jan. 26, 1955) and in early June he announced that a grant of \$35,000 to be received over three years, had been secured for the purpose of promoting further work in the field of study-discussion courses in the liberal arts for adults, and also for what was termed "stabilizing the foundations" of the CAAE. (CAAE NC June 7, 1955) Six months later, Kidd told the Council that a new unit had been formed within the CAAE, the Commission for Continuous Learning, which would organize the work under the grant, and that Peter Martin had been employed to direct the project. (CAAE NC Dec. 6, 1956) Thus began a project which continued until the summer

of 1961, (changing its name to Living Library and limiting its functions somewhat in 1960), and involved the CAAE in a long-term demonstration project, the development of Canadian courses and the general promotion of study-discussion courses in the liberal arts.

Under this project, the CAAE prepared, or commissioned, several study-discussion courses based on Canadian materials. Among these were: On Canada's Agenda, which utilized kinescopes of Citizens' Forum broadcasts; Canada in Folk Music; West Indies Today; Canadian Plays and Playwrights, Shakespeare Seminar, including seeing plays at Stratford; Canada-U.S. Relations; Understanding French Canada; and a series on NATO. In addition, the project continued to use programs such as Ways of Mankind and World Politics, which had been developed elsewhere.

The CAAE project also acted as a sort of clearing house for several other organizations in Canada which were running study-discussion courses in the liberal arts, including the Thomas More Institute of Montreal, the North Toronto Y.M.C.A., Saskatchewan House in Regina and the Extension Department of U.B.C. Courses developed by the CAAE or elsewhere in Canada were made available to all these Canadian centres by means of this network and representatives of these several centres met from time to time.

Detailed information on the extent of the work carried on under this project is not available, but in December of 1958, towards the end of the work under the three year grant, Martin reported to the Executive that some 35 to 40 groups had been helped to form and that he expected the total to reach 60 by the spring. (CAAE Exec. Dec. 5, 1958)

The three year grant from the F.A.E. ran out in 1959 and by the fall of that year, Martin had left the project and the work was reduced to an information service about the courses available. (CAAE NC Nov. 12, 1959) Early in 1960, however, a long-time friend of Kidd and the CAAE, Kurt Swinton, arranged for his company, Encyclopedia Britannica, to provide \$5,000 to strengthen the work. Catherine McLean joined the staff on a part-time basis to head up what was now renamed, Living Library. In the May-June issue of Food For Thought, the chairman of the CAAE committee responsible for Living Library, published an article describing the study-discussion method and the work of the project. The goals were listed as promoting study-discussion, facilitating the training of leaders and building up an inventory of courses. He stated that there were "some twenty" packaged courses available in Canada and estimated that there were

"perhaps 150 groups now active, including 65 Great Books groups". (Baker 1960: 370) The article indicated that there were plans to hold a weekend seminar "in chief centres across the country" in September of 1960 to promote interest in the project. Other sources indicate that the project also received support from the Citizenship Branch, Ottawa, during 1960, for the creation of program materials about citizenship and from the UNESCO Commission for materials related to the UNESCO project on "East-West Cultural Values". (CAAE NC June 4, 1960; Jan. 20, 1961)

This project came to an end in the fall of 1961, as soon as Kidd had left the CAAE. Having run out of grant funds for the work, the chairman of the committee came to the Executive asking that \$7,000 be made available out of the Association budget so that a part-time staff person could be employed to continue the work. He was turned down, on the grounds that the project involved direct service to the learner, which was said not to be the role of the organization, beyond the terms of a demonstration. (CAAE Exec. Sept. 22, 1961)

There was one further major project of the CAAE which was supported by the F.A.E. For at least four years, 1957 to 1960, the foundation made \$15,000 available annually which was used to support the in-service development of adult education workers. The grants were usually referred to as travel grants or funds for travel study projects and were used mainly to make it possible for selected persons to visit adult education projects in other centres. In some cases, the initiative was taken by the individuals, who applied for grants. In others, it was decided to gather information about a particular topic (for instance, the use of the mass media in programming about public affairs) and people were approached across Canada, each to undertake a part of the task. (Anon 1957c; CAAE NC June 4, 1960)

Other Programs

In addition to the major projects described above, the CAAE carried out many other program activities during these years. The most substantial of these were the work of the National Commission on the Indian Canadian, which was created under CAAE auspices in 1957 and carried on its work until 1960, when it became an autonomous organization.

In the late 1950s, Canadians began to take a heightened interest in the problems of native people, Indian and Eskimo. In their history of education in Canada, Wilson and associates date the upswing of government attention to

educational needs in the North from 1955 (Wilson et al 1970:459-60) and Bothwell et al, in their general history of the period, point out that the new Diefenbaker government, elected in 1957, spoke of its "Northern vision" and gave increased attention to Indian and Eskimo education. (Bothwell et al 1981: 201) The voluntary sector responded in this same period and the CAAE, with the leadership of Clare Clark and Rev. Andre Raynaud O.M.I. (the latter a priest with long experience in education with native people) established a unit to give special and continuing attention to the area. After two years of study and an organizational conference held in Kingston in June of 1956, the National Commission on the Indian Canadian was constituted, officially a standing committee. Activities included clearing house and information services, the publication of a newsletter, research activities, periodic meetings and conferences and various forms of advocacy activity. In the first year, for instance, a major conference was held in Calgary (May, 1957) and representatives of the Commission showed the flag while attending several other conferences. The Chairman of the Commission was Clare Clark, who had for some years been the executive secretary of the J.P.C., and a full-time Director, John Melling, was appointed in August of 1958. In the second year of operation, the Commission expanded its interests to include the Eskimo people as well and in January of 1959, with the co-operation of the Department of Northern Affairs and National Resources, a major Conference on the Canadian Eskimo was held.

It had been intended from the beginning that the Commission's status under the umbrella of the CAAE would be only an interim stage, prior to the group launching on its own. During the program year 1958-59, a committee worked actively on this plan. In May of 1959, the National Council of the CAAE passed an enabling motion to prepare the way for transition to independent status (CAAE NC May 7, 1959) and as of January, 1960, the group began its separate existence as the Indian-Eskimo Association of Canada.

Roby Kidd had a particular interest in labor education. In late 1956, a major conference on Trade Union Education was held under CAAE auspices. Kidd always made a point of involving and keeping in close touch with representatives of the labor movement, and frequently spoke or taught at labor-sponsored meetings. At the time of the World Conference in Montreal in 1960, labor educators were actively involved in the main conference and several of the satellite ones. Similarly, Kidd made an effort to keep in active liaison with the business sector. Two outstanding businessmen each served two years as President of the Association during the decade. In 1956, a series of President's Awards were

made to several businesses for outstanding records in "the effective education of the public" (CAAE DR 1956) and in 1958, a standing committee on business and adult education (jointly sponsored with the Canadian Chamber of Commerce) was created. (CAAE Exec. Dec. 5, 1958) In 1959 a study of education in corporations was carried out.

Over and above the major citizenship education projects such as the Forums and the J.P.C., the Association engaged in other work in that field. A close relationship was maintained with the Citizenship Branch of the federal government and several persons who had been active with the CAAE held responsible positions in the Branch. Many grants were obtained from that source over the years, beginning in 1953, for financing meetings, the production of program materials and state of the art reports. In his report for the year 1955-56, Kidd stated that several of the Association's projects during the year had been made possible by the Branch. (CAAE DR 1956) The close working relationship was acknowledged on other occasions as well. In the year 1958-59, for instance, grants from the Branch financed a major conference and study of residential adult education in Canada (Loosley 1960), a series of eight research papers on voluntary action, for use in that sector, a series of study-discussion readings on constitution and government, an annotated list of Canadian fiction which bore on citizenship matters, and a collection of tapes and kinescopes on aspects of citizenship. The Citizenship Branch provided more grants for projects than any other outside agency during the Kidd years.

There was quite a highly developed system of standing committees in the Association, especially in the latter years of the decade. In 1958-59, there were eleven such committees in the management category and six in charge of activities. These committees, especially the latter category, frequently organized or initiated programs. For instance, the committees on Rural Extension, School Boards, Governments, and Residential Education all had major meetings in the 1958-59 program year.

The CAAE shared responsibility with the J.P.C. for the annual broadcasting and film making awards. The CAAE administered travel awards for adult educators, not only the ones supported by the F.A.E., which have been mentioned, but also others funded by Carnegie. The Association participated in, and sometimes chaired the committees for Library Week and Education Week. An organization devoted to arranging educational travel experiences, Tourinco, was given assistance and office space.

The CAAE and the Canadian Citizenship Council were the first organizations in Canada to begin mobilizing other groups in connection with the celebration of Canada's centenary. In 1959 and again the following year, the two organizations jointly organized conferences on the subject, which were attended by representatives from both the voluntary and the public sectors.

The 1950s were a time of great and growing interest in what was often at that time called group dynamics, the study and development of process in small group activity. Much of the applied aspects of this field were referred to as leadership training at this time. The CAAE did not itself play a leading role in training work in this field, but it supported it in other ways. The journal of the Association, during the Corbett years, and especially in the first part of the Kidd years, carried a great deal of material designed to be of interest to group leaders--articles on group techniques and notices of books and pamphlets designed for group study. Publicity for the training courses at the National Training Laboratory at Bethel, Maine (the mecca of the movement) was frequently carried in the journal.

As the twentieth anniversary of the founding of the CAAE approached, thought was given to a suitable celebration of the event. In the end, it was decided to concentrate the efforts in the following year, as a twenty-first birthday celebration. (CAAE NC May 3, 1955) A committee chaired by J.A. Gibson proposed a general program of events for the year. The most spectacular was a cross-country tour made by J.B. Priestley, the English writer and broadcaster, who spoke to five public meetings, in Toronto, Ottawa, Winnipeg, Edmonton and Vancouver, joined in each location by two outstanding people from the region. A total of 4,000 people attended the meetings and many more saw television interviews and read press accounts in each centre. (CAAE Exec. May 11, 1956) Several special issues of Food For Thought were produced during the year, one a retrospective issue which reprinted excerpts from the files of the journal, one an assessment of the state of adult education in Canada and one an extended account of the special anniversary annual meeting. With the assistance of the Canadian Library Association and the J.P.C., a display of CAAE publications travelled to all parts of Canada. Several significant publications were issued during the year, some of which will be dealt with elsewhere. Of particular interest at this point was the publication--in co-operation with the national associations in Britain and the United States--of excerpts from the well known 1919 Report of the British Ministry of Reconstruction, under the title, Design for Democracy. (Hawkins 1956)

The foregoing paragraphs are intended not as a comprehensive account of CAAE program activities, but rather as mention of some leading examples, and a suggestion of their range. To all of these program activities must be added those which arose from other sectors of the work--national and regional conferences and training activities, which are described below.

THE CAAE AND THE DEVELOPMENT OF THE FIELD 1951-1961

Professional Training and Research

One of the most remarkable developments in the field of adult education during the period of Kidd's directorship, and one to which he gave effective leadership personally, was the creation of increased opportunities for professional training for workers in the field. Kidd himself was the first Canadian to have earned a doctorate in adult education and thus had the academic qualifications which made it possible to appoint him to teach university courses. He clearly made it a matter of high personal priority not only to spend his own time in this work, but also to use the services of the CAAE in a number of ways to encourage and facilitate the growth of training opportunities for adult education workers.

Kidd lost no opportunity to emphasize the importance of training and staff development for the field. Not only did he teach courses himself, but he also spoke frequently of the importance of training, he sought funds to enable selected persons to get training, he gave prominence of place in many CAAE conferences to consideration of training needs, and he used the pages of Food For Thought for emphasizing the importance of training and publicizing the opportunities available. Through his own writings, he contributed in various ways to the literature of the field, in terms of theory, methodology and general description. The Kidd years may properly be seen as ones during which professionalism emerged in Canadian adult education and Kidd undoubtedly made by far the most significant single contribution to that development.

D.D. Campbell, in his recent study, has pointed out that Canadian efforts in the field of training of adult educators have lagged behind the United States. (Campbell 1977:125-6) Until the late fifties, any Canadian wishing training in the field, even at the masters level, had to go to the United States, and even after 1957, it was only at The University of British Columbia that a masters degree could be obtained. But the matter of training

opportunities involves much more than just university credit courses, and such developments moved forward on a broad front during the fifties.

Some of the well known projects of the Corbett years such as the Community Life Training Institute in Barrie and Camp Laquemac, which was sponsored by Laval and McGill Universities, provided significant training opportunities in group work and community development. One of the most remarkable early training programs in the field was a three month course for Newfoundland adult educators held at Memorial College, St. John's (as it then was) in 1945, under the sponsorship of the Department of Education and directed by Per Stensland of Columbia University (who later moved to Canada). (Stensland 1946; Carter 1949)

The first degree credit course on adult education in Canada, as far as can be determined, was one given at Sir George Williams College in the year 1934-35, in which Kidd was a student. The next, apparently, was taught by Kidd himself at the University of New Brunswick summer session for teachers in 1947, and the first graduate course was given at the Ontario College of Education in 1951, also taught by Kidd. (Kidd 1970:117) This tended to be Kidd's practice during the decade, to teach such courses in the summer, when they could be compressed into a relatively short period of time, thus removing him from the home base in Toronto for as short a time as possible.

A short time after Kidd joined the staff of the CAAE, and presumably as a result of his influence, the organization set up a Committee on Personnel in Adult Education, which functioned for several years. The committee carried out a study in 1948 which indicated that out of 86 full-time adult educators surveyed, only two reported having had any training, even a single course, specifically in adult education. In a preliminary report issued in 1948, the committee called for "a full graduate program to be given in one or more universities". (Kidd 1950:19) In the fall of 1951, Kidd reported to the National Council that the previous summer he had taught a credit course at the Ontario College of Education and he described it as part of the overall development plan which the committee had devised. (CAAEE NC Nov. 24, 1951) In a paper presented at the National Seminar on Citizenship in 1953, Kidd summarized the report of the CAAE committee, indicating that the chief emphasis was on university credit courses, directed at several specialized types of adult education practice. (Kidd 1953b:122)

In the meantime, other training projects were developing. The first short course in Extension Methods and Techniques offered in the West was held

at Banff in the fall of 1949 and attended by 80 adult educators. It lasted ten days and was co-sponsored by the CAAE and the Extension Department of the University of Alberta. (Anon 1949) In April of 1950, Food For Thought ran a page headed "Summer Courses in Adult Education", a feature which was frequently repeated in one form or another in subsequent years. On this first occasion, courses and conferences (all non-credit) to be held in six provinces (and two in Britain) were listed. (FFT 10:7,17) And in the summer of 1950, a credit course for teachers was given in Nova Scotia.

In 1953, in a pamphlet published by the Association, Kidd described some of the significant training activities going on in the field.

However, the number of training opportunities for full-time workers in adult education is still small. One unique program has been described in the booklet entitled "Camp Laquemac".... In Saskatchewan the Committee on Group Development (whose headquarters are in the Department of Education) conducts an annual training institute dealing with the principles of group development as well as providing a consultation service on conferences, workshops and institutes. For more than a decade now St. Francis Xavier has been providing courses and supervised fieldwork, not only for Canadians, but for many students from abroad. In Ontario the Community Programs Branch arranges an institute at a summer camp for representatives of ethnic societies and other community leaders where they jointly work out skills for the integration of immigrants. The Ontario College of Education gives a course in principles and methods. All of these constitute a good start, but only a start. (Kidd 1953: 26-7)

Kidd continued his efforts over the years to teach university credit courses and thus promote an interest in the field at universities across Canada. He taught the first such credit course at four universities. The effort which seemed to lead most directly on to further developments was the first course taught at The University of British Columbia in the summer of 1956. This event was then utilized by Alan Thomas and others at U.B.C. as part of a process leading up to the approval for a masters degree program in adult education, which was instituted in 1957 and became the first degree program in the field in Canada. By that time, seven universities in Canada were giving credit courses in adult education.

In 1951, the CAAE secured a two year grant of \$14,000 from Carnegie which made possible a two year project in Newfoundland for programming the outports. Under that project, a three week intensive training course for rural workers was held in St. John's in January of 1952. In 1955, school board adult educators

from Nova Scotia and New Brunswick were assisted with a study tour of adult education programs in several American and Canadian cities. With the aid of funds secured from the Fund for Adult Education and from the Carnegie Corporation, selected Canadian adult educators were awarded grants to enable them to travel and observe adult education projects in other centres--in North America and abroad. The first training course offered for the Atlantic region as a whole was held in March of 1958, under CAAE sponsorship. (Anon 1958b)

In addition to these training activities, Kidd utilized other opportunities to promote the cause of professional training. The regional conferences--East and West--were encouraged and assisted to direct attention to training needs (all the Western meetings, from 1953 to 1959, gave particular attention to this area). In his report to the annual meeting of the Association in 1956, which was devoted in large part to professionalism in the field, Kidd spoke strongly about the need for good personnel and training:

I have only one serious apprehension about the future. More and more the conception of continuous learning is being accepted. But will we have the staff who are numerous and talented enough? Every year several important positions are open which require men and women of considerable capacity and long experience. So we quickly look around for a suitable person as if we did not fully understand that such people aren't just found, they must be "grown", and the growing period starts many years before. (CAAE DR 1956)

In the latter 1950s and early sixties, the pages of Food For Thought carried a great deal of material of interest to professionals in the field. More space all the time was given to professional concerns such as training, information services and research. In the spring and fall of 1959, two consecutive issues of the journal were subtitled, "Adult Education as a Profession in Canada". (FFT 19:8, 20:1) The editorial introduction to the two issues, after reviewing the state of adult education in the country, spoke in somewhat negative terms:

There continues to be more talk about than action on professionalism in adult education.... The consensus of the moment is that there is no adult education profession in Canada. Uncertainty enters at the point "Do we want a profession or don't we?" Willy-nilly, however, some things are happening to us as if we were a profession, notably the CAAE fellowships for study in adult education...and the surprising bibliography of current research in adult education. (FFT 19:8, 359-60)

The two issues contained two articles on professionalism in the field by Thomas, two on aspects of research and other articles tangentially related to the theme. The first of the Thomas articles reports the results of a very inconclusive survey of adult educators in Canada concerning their experience, background, training and training needs. (Thomas 1959) The second examines some of the issues involved in the professional training of adult educators, and in its introductory paragraph indicates something of the thinking about the matter at the time:

There is a point reached by every movement when it must organize systematically or simply go into decline. The early leaders have died or retired, and new sharp-eyed careerists have begun to come to power; the old brotherhood derived from clear if unattainable goals, fiercely shared by all, has evaporated to be replaced by argument, a concern for technical proficiency, and devotion to method; and the more securely founded institutional outlines have begun to reassert themselves to divide even more sharply what was once a common endeavor. At this stage, to accept the responsibility of becoming professional, seems almost an act of treachery to the old order, designed to hasten its decline. (Thomas 1959b:4)

Thomas concludes by calling for combining the qualities of profession and movement, stating that "neither one seems able to exist satisfactorily without the other". (Thomas 1959b:11)

Another aspect of emerging professionalism, and of the CAAE's leadership in this area was the work of the CAAE's library and information services. With the assistance of Diana Ironside after she joined the staff in 1955, the organization began to strengthen its library and information services and took increasing responsibility as cataloguer of research work in the field. In 1953, Kidd proposed to the National Council that the CAAE establish a national information service. This suggestion was approved, but his subsequent efforts to raise funds in support of such work were not immediately successful. (CAAE NC Mar. 7, May 13, 1953) With the arrival of Ironside two years later, progress in this area became possible. The news, book review and resources columns of Food For Thought soon began to reflect increasingly the bibliographic skills and research such professional help made accessible. In 1956, the CAAE published a Bibliography of Canadian Writings in Adult Education, the first publication of its kind in Canada, which was compiled by Ironside, making use of some earlier work by Murray Thomson as well. (Thomson and Ironside 1956) It contained over 500 entries. Ironside updated that publication in 1959 in an

article contained in the two issues of Food For Thought devoted to professional matters. (Ironsides 1959) Kidd's attempts to secure grant funds in support of the information services of the Association were successful in 1960, when \$7,500 was obtained from the Atkinson Charitable Foundation for the purpose of strengthening the library and information work. (CAAE NC Jan. 20, 1961)

Some of the momentum of Kidd's efforts in promoting aspects of professionalism in the field carried over into two important conferences which were held after he had left the Association, the national conference on adult education held in Ottawa in the fall of 1961 and the Second Canadian Conference on Education, held in Montreal in March, 1962. (Kidd wrote the study on adult education published in the series of preparatory papers for this meeting.) In both of these meetings, professional concerns received considerable attention. (CAAE/ICEA 1961; Price 1962)

The several dimensions of movement towards professionalism in adult education during the Kidd years, to which he gave such effective leadership, accelerated during the time of his successor, Alan Thomas, who if anything strengthened further the commitment of the CAAE to support of professional interests.

Provincial Governments and School Boards

In the fifties, provincial government involvement in the field of adult education increased greatly, and many school boards entered the field for the first time. This was an aspect of the field to which Kidd and the CAAE gave active leadership.

An indication of the growth of interest on the part of governments during this period is provided by the fact that whereas in 1945 only one province had a division of adult education within its department of education, by 1957, seven provinces had created such units (C.E.A. 1961:4) and by 1961, every province had taken that step. (Kidd 1961:21) In their general history of education in Canada, J.D. Wilson and associates refer to this period as one in which adult education "lost much of its amateur status" and they link that development to the assumption of responsibility in adult education by the provincial ministries. (Wilson et al 1970:412) The CAAE promoted the growth of government and school board sponsored adult education work by various means: discussions at CAAE conferences concerning the role and responsibility of governments in this field; the creation of committees of the CAAE on provincial governments and school boards

in the field; the sponsorship of meetings and conferences about the matter; and the cultivation, by means of visits and correspondence, of relationships with department of education officials across the country.

It seems odd, given present attitudes on the matter, that as late as 1950, when the role of governments in adult education was discussed at the national conference of CAAE, it was apparently a matter of considerable controversy. In the general summary of the meeting carried in Food For Thought, the author indicated that it was the issue which had "produced the most heat and light" at the recent conference and considerable space was given in the editorial columns a few weeks later to discussing the merits of the issue. One delegate at the conference was quoted as asking, "Why in the world are the departments of education meddling in adult education?". The writers of the editorial (Kidd and Isabel Wilson) acknowledge the grounds for concern:

Because the very fibre and heart of the adult education movement is voluntarism, it is little wonder that there should be a deep-seated suspicion of the intrusion of officialdom. (Anon 1950:3)

The editorial went on, however, to point out that the time had passed when there was much point in discussing whether provincial governments should play a role in the field--an increasing number of them already were.

The critical question is rather: "What are the conditions under which leadership in adult education from a government department can result in refreshing local enterprise, stimulating local groups, increasing the responsibility of individuals?" (Anon 1950:3-4)

It was in this spirit that Kidd and his colleagues did what they could to promote the participation of provincial departments of education in this work.

The report of the work group on "Provincial Divisions of Adult Education" on which the editorial was commenting took note of the concerns of some participants. It was reported that the group had endorsed the principle of participation of public authorities in providing adult education services, but had also endorsed a second principle:

In a free society, adult education is self-education on the part of responsible citizens, and methods of government support must take full account of the freedom of choice, effort, and initiative on the part of individuals and groups. (Anon 1950b:37)

As far as is known, this was the last occasion on which the very participation of government in the support and provision of adult education was seriously

questioned in adult education circles, and as such was a milestone in the development of the field. As has been indicated above, it was clear where Kidd's sympathies lay.

Kidd understood that it was important, in working with the departments of education and with school boards, to co-operate with the Canadian Education Association and to build up their interest as well. In the fall of 1955, he took part in the C.E.A. conference, stressing in his remarks the emerging concept of lifelong learning. (Anon 1956)

Arising out of informal discussions at the annual meeting of the CAAE in 1956, a conference was organized on the role of provincial governments in the field of adult education, which was held prior to the C.E.A. convention the following year. Eight provinces, the CAAE and Dominion Bureau of Statistics were represented. The conclusions reached dealt with the principle of public support and leadership in adult education, indicating the functions which departments of education should perform, largely in support of programs conducted by other agencies such as "voluntary associations, municipal governments and local school authorities". (C.E.A. 1961:5)

In 1958, the CAAE established a committee on governments in adult education. (CAAE NC May 20, 1958) At a session held within the framework of the CAAE annual meeting later in the year, a statement of purpose for the committee was drawn up and the intention enunciated of conferring annually, on alternate years with the CAAE and the C.E.A. (Anon 1958) Later in the year, this committee appears to have been augmented in its role when another committee, on school boards in adult education, was created. (CAAE Exec. Dec. 5, 1958)

The next major event in this sector was a one day conference on the role of school boards held in Toronto in November, 1959. It was organized by the CAAE, at the invitation of Ontario officials, with participants drawn from Vancouver, Regina and Halifax, as well as Ontario centres. The emphasis was placed on the need for boards to appoint staff whose primary task was the organization of adult education programs, and the need for the in-service training of teachers of adults. (Anon 1960)

The year 1961 was one of major steps in this field. The program of the national bilingual conference held in Ottawa in late October did not deal with institutional roles directly. Among the recommendations arising from the meeting, however, were a number which had to do with the role of government and school boards. Among these were ones emphasizing the responsibility of boards

to conduct adult education programs, the need for competent, trained persons as directors of this work, and the need, at the provincial level, for adequate supporting legislation. A conference on Government and Adult Education, sponsored by the CAAE committee, was held directly following the national meeting. The conference considered such matters as the role of government, the type of leadership it could appropriately provide and the range of programs (in terms of content and format) which should be provided. (Campbell 1961)

As described elsewhere, Kidd produced two major statements about adult education in 1961. One of these was a general description of the field and issues related to it, a background pamphlet prepared for the Canadian Conference on Education, to be held the following year. In a section on provincial governments and school boards, Kidd describes the growing participation of these bodies in the field in the post-war period and the functions they perform. He described also a transition in point of view which he saw taking place as school boards moved on from the old notion of "night schools", classes in "a narrow range of vocational and academic subjects", to a new concept, "continuing education for adults". He estimated that "about half a million" adults were currently enrolled in school board sponsored programs. (Kidd 1961:21-3) Elsewhere in the paper, Kidd indicated that school boards could expand their work in the field, but cautioned that if the boards were going to be active in adult education, they must give evidence of their recognition that adults are very different from children and that their work with adults must take those important differences into account. (Kidd 1961:94-5)

The major study of adult education in Metropolitan Toronto which was carried out in 1961 by Kidd and associates is discussed elsewhere, but has particular relevance for this section. Kidd produced in this report, with particular reference to the role of school boards, a remarkably insightful and useful document which developed the concept of the educative society and at the same time outlined the practical steps the boards of the region could take to improve their service to their communities. (Kidd 1961b)

Publications

The CAAE was by far the most important publisher of materials about adult education during this period. A few books were published elsewhere--Corbett's reminiscences (1957), Cameron's history of the Banff School (1956) and Laidlaw's book about the Antigonish Movement (1961)--but these were the exceptions. The

CAAE was the dominant publisher in the field, in the form of their journal, Food For Thought, pamphlets and other occasional pieces, and full-length books.

Food For Thought was the regularly published journal of the Association throughout the period. It was issued six times a year and during Kidd's time as Director, there were six different editors. The standard of article and of editorial work on the journal was outstanding. It served at least two main purposes, on the one hand being very much a house organ. Many editorials and news items dealt with the affairs of the Association; major portions of the Director's annual reports were carried and CAAE conferences, national and regional, were extensively reported; the availability of CAAE publications was announced; and on occasions such as the twenty-first anniversary of the founding of the Association, special issues were devoted to its history and development.

On the other hand, the journal both reflected and served the field of practice. Articles on practice-related matters--teaching, publicity, discussion techniques, residential education, evaluation, etc.--were carried frequently. Articles on related aspects of sociology, psychology and social work were published. Emerging concerns of the field--aging, education in the labor and business sectors, working with immigrants and native people, broadcasting policy and international dimensions of the field, and about training opportunities--were frequently the subject of articles. Special issues devoted entirely or mainly to aspects of a single subject were published occasionally, on such subjects as "Newcomers to Canada" (1953), "The Family in Canada" (1954), "Retrospective Issue" (1956), "French Canada" (1958) and "Education in the North" (1960). At the beginning of the decade there was considerable material in FFT designed for use by study and discussion groups, but this emphasis seemed to have disappeared by 1953 or so. Space was given throughout the period to pamphlet, book and film reviews, with television getting more attention as the decade progressed.

Circulation figures for FFT remained at much the same level during the decade, averaging between 2,000 and 2,500 an issue, with larger quantities for some special issues for which there were bulk orders. (CAAE NC Nov. 24, 1951; Jan. 26, 1955; AR 1958-59)

Reference has already been made in the section on Citizens' Forum to the value and high calibre of the pamphlets which were produced each week for that program. They represented a very considerable publishing project in themselves.

A large number of pamphlets and monographs were published by the Association, some in series, some individual; some ad hoc ventures and some arising out of projects. At the beginning and near the end of Kidd's tenure, pamphlets about adult education and the Association were published--"Questions and Answers about Adult Education" in 1950 and a joint venture with the French language association in 1960, "Adult Education in Canada". Examples of individual pamphlets on aspects of the field include: Kidd's Adult Education and the School, published in 1950 and reprinted in 1952 (1950b); a study of the distribution of program materials (Parsons 1952); a report on adult education as carried out in health institutions and some prisons (Ross 1952); a Bibliography of Canadian Writings in Adult Education, which appeared in 1956 (Thomson and Ironside 1956); Kidd's Putting Words to Work, a guide for discussion leaders (1956), and Elizabeth Loosley's Residential Adult Education: A Canadian View (1960). Many other pamphlets and monographs were published (see annual reports), but these will serve as examples.

Some pamphlet series deserve mention. Ever since the late war years, the CAAE had co-operated with the Canadian Institute on International Affairs in producing the "Behind the Headlines" series of pamphlets on public affairs topics, and had been a financial participant in the venture. It was mainly a C.I.I.A. project, however, and the CAAE was losing some money on it each year. Kidd proposed in the spring of 1952 that the CAAE remove itself from the arrangement and after some negotiations back and forth, this was finalized the following year. (CAAE Exec. Mar. 7, April 16, 1952; Nov. 3, 1953) Another series of a sort were the discussion courses and related leaders' manuals which were produced in the Commission for Continuous Learning project. (See DR 1958-9, etc.)

The project which is in some respects of the greatest long-term interest is a series of eleven pamphlets published from 1952 to 1954 under the series title, "Learning For Living". This was financed by the Fund For Adult Education, an initial grant coming in 1951 and further funds two years later. (CAAE Exec. Sept. 10, 1951; Jan. 14, 1953) The series documented the development of adult education in Canada in many of its dimensions, dealing with outstanding institutions, pioneers in the field, the recent Massey Commission report, and including a final pamphlet by Kidd which contained a general assessment of the field in Canada at the time. Together the series made a valuable contribution to the literature of the field in Canada. At least some of the pamphlets were expanded versions of the work by the same authors which had appeared in Kidd's Adult Education in Canada. (1950)

There were several book length studies published by the CAAE in this period. Those by Kidd are discussed below, and they include the two books of readings about adult education in Canada published in 1950 and 1963; the study on Adult Education in The Canadian University (1956); and Adult Education in the Caribbean, an extended report on Kidd's study in that region in 1957-58. (1959b) The other book from this period was Design for Democracy, selections from the 1919 Report of the British Ministry of Reconstruction. This book was prepared largely by Hawkins of the CAAE and was published as a co-operative venture among the three national adult education organizations in Canada, Britain and the United States. (Hawkins 1956)

Advocacy

The CAAE had been active in an advocacy role on behalf of adult education throughout its history. Education being predominantly a provincial concern constitutionally, one of the important functions of a national organization was to speak out on issues at the national level which potentially had impact on adult learning and access to educational opportunities. During the Corbett years, initiatives on the part of the CAAE had dealt with such matters as federal-provincial relations, economic, communications and cultural policy. (Selman 1981:33-35)

The major activity during the Kidd years consisted of follow-up on the Massey Commission, briefs in 1956 to both the Commission on Canada's Economic Prospects and the Commission on Broadcasting, and a brief in 1961 to the Senate Committee on Manpower and Employment. In addition, representations were made from time to time to the Prime Minister's Office or through other cabinet ministers in continued efforts to obtain federal financial support for the Association, but these latter efforts did not bear fruit in this period. (See CAAE NC May 26, 1954)

Kidd played a major role in the preparation and presentation of the Association's brief to the Massey Commission--the Royal Commission on National Development in the Arts, Letters and Sciences. The brief was a comprehensive one, the most ambitious ever prepared by the CAAE to that point, and it ranged over a large number of topics. (See Selman 1981:33-35) The report of the Commission was a landmark document in terms of cultural policy in Canada (Ostry 1978:64) and gave grounds for satisfaction in the CAAE, whose views were generally supported and whose activities were mentioned and praised several times in the report. (Canada 1951:37, 74-5) The report recommended federal

support for higher education, the creation of the Canada Council and a UNESCO Commission and the strengthening of Canadian culture in many of its dimensions. (Ostry 1978:56ff; Bothwell et al 1981:166-7; Creighton 1976:181ff; Shea 1952) The CAAE did not wish to let the matter rest there, however, and by every means at its disposal, the Association continued to press the government to implement the recommendations. The emphasis was placed on the creation of the Canada Council, and perhaps even more strongly on the creation of a National Commission for UNESCO, a measure for which Kidd and the Association had been arguing for some time. As Kidd remembered it, the CAAE was "the first and for a while the only advocate of UNESCO in Canada". (Letter Kidd to author Feb. 11, 1982) On many occasions in the following six years (until the government acted in the matter) the columns of Food For Thought, editorials, articles and news features, were used to pursue the matter. Other avenues were utilized as well; the J.P.C. became "a kind of information centre" on the subject (Clark 1954:25), the National Council sent messages directly to the Prime Minister (CAAE NC Jan. 26, 1955), and several CAAE conferences in the period passed resolutions on the matter. When the government announced late in 1956 that it was moving on the matter, the news was greeted enthusiastically in Food For Thought (Anon 1957; Anon 1957b) and it was hailed that the first chairman of the UNESCO Commission was the current President of the CAAE, N.A.M. MacKenzie.

The brief to the Gordon Commission on Canada's Economic Prospects was a short one, only three pages, and made no specific recommendations. In the area of broadcasting policy, however, the CAAE had twice before, in 1944 and again two years later, submitted substantial briefs, and it attached great importance to this area of public policy. Both Corbett and Kidd were stout defenders of the interests of public broadcasting. The submission to the Fowler Commission in 1956 ran to 15 pages and dealt with a wide range of issues. The most publicized issue at the time was whether the C.B.C. should continue to be both a participant in the broadcasting system and the controlling body for the system. The CAAE argued that it should, but this position was not supported by the Commission's report and the regulatory power was soon vested in a new agency, the Board of Broadcast Governors. (Bothwell et al 1981:211-12)

Shortly before Kidd left the CAAE, a brief was presented by the Association, in early 1961, to the Senate Committee on Manpower and Employment. The brief, which was a lengthy one, was prepared largely by Pigott, the Associate Director. Selections were published in Food For Thought later in the year. (CAAE Exec. Feb. 28, 1961; Anon 1961)

There was a wide measure of agreement in the Association on most matters on which views were put forward. From time to time, however, controversy appeared in this connection. At the annual meeting of 1951, a decision was made not to accept an invitation to take part in a delegation to the Prime Minister to urge the passage of a Bill of Rights. The decision was apparently a source of considerable consternation to some members, and the matter was discussed in the editorial column of FFT in the fall. The editorial stated:

The idea that the CAAE as an organization shall take no partisan position on controversial questions has been very well established. (Anon 1951c:9)

Members were invited to submit their views on the question, which no doubt was of vital interest to Kidd himself, because in a private capacity, he was an active worker on human rights questions.

The issue arose again in early 1953. The Executive requested that the National Council discuss and clarify the role of the Association in social action activities. It was agreed at the end of a lengthy discussion that the CAAE had a responsibility to present views to appropriate bodies on matters directly related to adult education. It should not take action on matters outside of the field of adult education, but might well encourage other groups to do so. (CAAE NC Mar. 7, 1953) One further aspect of this question arose in connection with the submission to the Fowler Commission on broadcasting policy in 1956. When the delegation, headed by Kidd, appeared before the Commission, the chairman read into the record letters from two financial contributors to the CAAE who stated that they, as members of the Association, had not been consulted about the content of the submission (and were in fact associated with other submissions which took contrary views) and wished to disassociate themselves from the CAAE brief. (Transcript in CAAE Archives)

ROBY KIDD AND INTERNATIONAL COMMITMENTS

Kidd came in later years to be a world traveller on a large scale and perhaps the best known adult educator in the world. In the record of the 1950s can be seen the beginning of his active involvement in adult education at the international level. Kidd has told associates that he was predisposed to taking an interest in international activities by the accounts he heard as a boy in the Baptist church from missionaries who had served abroad. He was further

encouraged along these lines by his contacts with the increasing number of foreign adult educators who came as visitors to Canada and the CAAE in the late forties, after he had joined the staff of the organization. He believed strongly in the importance of international contacts and the exchange of people and ideas. He later commented that the CAAE was the first national adult education organization to take on major roles and activities in international development and he referred to the Association as being "a constant reminder that adult education was a universal idea". (Letter Kidd to author Feb. 11, 1982)

A review of the files of the Association's journal indicates that throughout Kidd's years as Director, there was a large volume of international material printed. This seemed to increase noticeably in 1952 and to remain at a high level thereafter. From time to time, certain issues of the magazine would be dominated by articles about other countries and/or international developments. The news columns of the magazine constantly included items of international news about the field and the reviews of publications included much material from abroad. In almost every issue, mention was made of visitors from other countries who had visited the offices of the organization. And in almost every one of Kidd's annual reports he made note of the fact that such visits took a significant amount of time and effort. Canadian adult education was becoming increasingly well known abroad and as Kidd himself became an internationally known figure, both he and the Canadian adult education enterprise attracted visitors from afar.

Ned Corbett had given considerable attention to international aspects of the field and had attended the first World Conference, which was held in Denmark in 1949. In his very first Director's Report, Kidd took his title and his opening remarks from the words of a recent Austrian visitor. (Kidd 1952b:4) He also devoted some paragraphs to what he headed "international responsibilities", describing some of the events of the previous year and speaking directly to the possibility that some might feel that he and the staff were spending too much time on such matters. "And you might be right", he commented, but the reader does not get the impression Kidd intended to concern himself too much over such reservations. (Kidd 1952b:6) The very next issue of the journal contained an article by him, "Thoughts on Returning to Canada", which followed a two month trip to Europe (his first major trip abroad) during which he had visited Great Britain and several other countries in Scandinavia and Western Europe and addressed a UNESCO conference on Workers' Education. His article was largely devoted to the difficulties put in the way of more effective contacts abroad

by the failure of the Canadian government to create a national commission for UNESCO. (Kidd 1952)

The links with UNESCO and involvement in its activities strengthened steadily in future years and came to be a continuing feature of Kidd's professional life. He was made a member of UNESCO's Advisory Committee on International Understanding and Co-operation in 1952, but could not attend a meeting of the group until the fall of 1954. (CAAE Exec. Aug. 27, 1953; Sept. 8, 1954; NC Jan. 26, 1955) In the fall of 1955, a whole issue of Food For Thought was devoted to the cause of international understanding, several of the articles having been arranged with the co-operation of the UNESCO Secretariat. (FFT 16:2)

Kidd had received two separate invitations in 1952 and the following year to carry out missions in the West Indies, but he arranged for others, Charles Topshee and Ned Corbett to go instead. These activities launched the CAAE on its international development work. A further opportunity for Kidd himself arose later in the decade, however, and this time he went. He spent eight months, beginning in late September, 1957, in the West Indies Federation, at the invitation of the University College of the West Indies, carrying out a Carnegie financed study of their extramural activities and making recommendations about its future development. Kidd told of his experiences in the Caribbean when he made his annual report to the CAAE the following spring and often referred to his time in the West Indies as his apprenticeship in the work of international development.

He took on an additional international responsibility in the summer of 1959, when he was asked to be the first chairman of the Committee on Adult Education constituted by the World Confederation of Organizations of the Teaching Profession. He presided at conferences organized by that group in Washington D.C. in 1959 and New Delhi in 1961. (CAAE Exec. Sept. 8, 1959)

In 1958, Kidd organized a non-governmental foreign assistance venture in Canada called the Overseas Book Centre. It subsequently came to have operations in most major cities of Canada and shipped books to educational institutions in the Third World, soon exceeding a million books shipped each year, to more than fifty developing countries.

The biggest event of the decade in adult education was the Second World Conference on Adult Education, which was held in Montreal in the summer of 1960 and of which Roby Kidd was elected President. The goals of the meeting, the timing and the site were recommended to UNESCO by a consultative committee in

1957. Kidd took part in two planning meetings held in Paris in the months leading up to the event and had some warning that he would be nominated for the presidency of the meeting. By the time the conference was held, the world was plunged into a particularly tense period of the Cold War (following the U-2 incident) and it was widely predicted that the conference would break up before completing its work. (Kidd 1974:13-14) That it did not was a tribute to the professional commitment of the delegates from the 54 countries which took part and to the ability, acumen and hard work of Kidd and a handful of others who managed to seek and find common ground when divisive issues arose. There was concern that a Soviet-sponsored resolution on disarmament would split the conference, but this was circumvented, after much negotiation, and a Canadian resolution on the same subject was introduced, around which all nations were willing to rally.

The conference worked in three commissions on matters of professional concern, and subsequently approved a series of resolutions dealing with matters arising. The leading expert on the World Conferences and their impact on the field has summarized the outcome of the Montreal meeting as follows:

This was the first international assembly which, in its Final Report, set lifelong education as a goal for the future policies of governments:

Nothing less will suffice than that people everywhere should come to accept adult education as a normal, and that governments should treat it as a necessary, part of the educational provision of every country. (Lowe 1975:10)

The internal quotation above was an excerpt from a special resolution passed by the conference and known as the Montreal Declaration. Seven satellite conferences on specialized topics were held in the general region of Montreal before or after the main conference.

The Montreal Conference was successful in a professional sense, in that it placed the challenge of lifelong education before the world community. It was a success in a political sense in surviving--and triumphing over--the acute dangers inherent in the Cold War tensions of the time. (Anon 1960; Cameron 1960) Roby Kidd, who had already gained a considerable reputation in international adult education circles for his capacity and judgment, came away from the Montreal meeting as perhaps the most visible and respected leader in the field, on the world scene. He was to continue to make outstanding contributions to the field internationally for the rest of his life, his stature growing all the while.

Following Montreal, Kidd was named Chairman of UNESCO's Committee for the Development of Adult Education for a two year period, and he was re-elected in 1963 and 1965. Another aspect of his recognition in the field was the fact that an address of his on the need for sharing and mutual assistance in the world community, entitled "The Creative Crusade", was awarded an international prize by the Fund for Adult Education in 1960. (Kidd 1961c)

THE WRITINGS OF ROBY KIDD 1950-1963

One of the most remarkable things about Kidd, during his years with the CAAE, was his capacity to produce such a quantity of useful writing for the field. It was difficult for anyone, perhaps other than members of his immediate family, to imagine when he did it, much less how he did it. In days--and years--full of administrative detail, meetings, fund raising, conferences, extensive travel, both inside Canada and increasingly as the decade progressed, outside as well, and all the other demands made on an organizational executive serving a far-flung field, he somehow managed as well to be the most prolific and useful writer in the field, certainly in Canada, perhaps anywhere. In the period 1950 to 1963, he wrote or compiled eight books, seven substantial pamphlets and an unknown number of articles, reports, briefs and other papers.

His writing, on the whole, is not outstanding for its powers of expression, although there were flashes of eloquence. The circumstances of some of the writing were such that he thought it useful to rely heavily on the writings of others, and the frequent inclusion of quotations from the work of others detracted from the power of the author's prose. Some of the writing is memorable, however, and he frequently expressed powerful ideas with brevity and modesty, tucked in amidst other material. What was outstanding about much of his writing was his powers of organization and the way in which he integrated new concepts and theory into his views of the field.

His writing was important from several other points of view. In Canadian terms, his two books of readings about the field, published in 1950 and 1963, and some of his pamphlets, helped give many practitioners a sense of the significance of their vocation and pride in their country's achievements. His textbook for the field, published in 1959, was the first (and only) one written in Canada and was widely used in other countries. His study of adult education in the City of Toronto (1961) was the only thorough examination of adult

education at the municipal level ever carried out in Canada. His long pamphlet prepared for the 1962 Canadian Conference on Education was a significant effort to bring the nature and needs of adult education to the attention of officials and scholars in the rest of the field of education.

In terms of the needs of the adult education practitioner, several of his works were of practical significance. His textbook made much knowledge and experience accessible. His pamphlets on discussion leadership and film utilization were full of useful information and suggestions.

Some of his work was addressed to policy makers and was written with a view to shaping their actions. This is true of Adult Education and the School; the study of the place of adult education in the universities; the report and recommendations on university extramural work in the West Indies; the book on adult education in the City of Toronto; and less directly, perhaps, the book on financing adult education and the pamphlet prepared for the Canadian Conference on Education.

All of his publications, because they were highly regarded, brought credit, during this period, to the CAAE as well as to Kidd himself. And in the case of many of the publications, they had a more direct, practical value to the CAAE as well. In many instances, the CAAE published these studies under grants from other organizations. Kidd consistently "sold" his time several times over on such projects, paying the price personally by having to produce the works which had been contracted for somehow, at the cost of unreasonable demands on his time and energy. His capacity to produce all this work, much of it of extremely high quality, was amazing to all his friends and colleagues, and benefitted the coffers of the CAAE as well as the field as a whole.

Kidd's earliest major work was the collection of articles entitled Adult Education in Canada, which was published by the CAAE in 1950. Similar in intent and format was Learning and Society, which he produced in 1963, and the two will be considered together. Publication of the first was assisted financially by the Carnegie Corporation and the second by the Fund for Adult Education. There wasn't (and still isn't) a published history of adult education in Canada. This need was met in part by means of these two volumes, which contained a great deal of historical material as well as reflecting the state of the field in the period leading up to the time of publication. The books were organized along similar lines. The readings were grouped under broad themes such as "Aims, Origins and Development", "Organization" and "Some Selected Programs", with Kidd

providing some introductory comments in each section, and as required, notes introducing individual items. The articles were selected on at least two grounds--to cover the material, describe the project, or reflect the point of view desired, and also, as much as possible, to have the key figures in the field in Canada represented among the authors.

In the first volume Kidd included a chapter he wrote especially for the volume entitled "Present Developments and Trends", which was the first review from a professional point of view of the field in Canada, under such headings as philosophy, functions, organization, methods, research and training. There was a clear effort to promote a professional approach to the field. Learning and Society clearly reflected the increased professionalization of the field which had taken place since the earlier volume was compiled. The second volume was a longer book and gave a great deal more attention to such areas as methodology, program planning, instruction, research and training. Many of the same authors appeared in the second volume, but as well, the emerging academic leaders of the field were represented. The second volume also reflected the growing concern in the field for providing more effective service to the educationally disadvantaged. Something of the excitement of the late fifties and early sixties--the new glimpse of the possibilities inherent in lifelong learning, increasing international contacts and sense of common purpose, and the increased focus on learning and its functions, as distinct from education-- were reflected in the 1963 book. Taken together, these two volumes represent a tremendously valuable resource for students of adult education in Canada, containing much useful material about the field historically and reflecting the state of its development at the time these works were published.

Representing in some sense a sort of extension of the 1950 volume, the CAAE published in the years 1952 to 1954 a series of eleven pamphlets under the title, "Learning for Living". The series was underwritten by the F.A.E., was planned by Kidd, and two of the pamphlets were written by him. One was called Pictures with a Purpose (1953) and dealt with various aspects of the distribution of non-theatrical films in Canada. The sections on film utilization drew on Kidd's earlier work in that field (Kidd and Storr 1951) but the bulk of the text concerned the history and current state of film distribution in Canada, most notably the work of the National Film Board. The other pamphlet by Kidd was People Learning from Each Other (1953) It was a summary of the series and a critique of the field as a whole, identifying some gaps and concerns which were to be prominent on the agenda of adult education in the ensuing years.

As is indicated elsewhere in this paper, one of the major developments in the field during the fifties, to which Kidd gave a great deal of attention, was the increasing role of the provincial governments and the school boards in adult education. In terms of publications, he promoted this by means of a pamphlet called Adult Education and the School (1950), which was a very simple introduction to both adult education and the role of the school, and a comprehensive study of adult education in the city of Toronto published in 1961, 18 to 80: Continuing Education in Metropolitan Toronto. The latter was a book length research report and series of recommendations which was carried out under contract with the Toronto Board of Education, at the suggestion of the newly formed Metropolitan Toronto Adult Education Council. It contained the findings of research into adult education services in Toronto, who the students were and why they came, and examined a range of professional concerns in such areas as goals, priority needs, programming, counselling, research, finance and training needs. In his quite remarkable introductory section to the report, "The Educative Society", and throughout his discussion of the issues, Kidd brought to bear what he had learned from his extensive practical experience, his considerable scholarship and international contacts. It is a wise, humane and discerning document which deserves to be better known.

In 1953, while R.C. Wallace, former principal of Queen's, was President of the CAAE, an arrangement was made whereby the CAAE would carry out a study of adult education in the Canadian universities, with the help of an advisory group representing the National Conference of Canadian Universities. The result was the publication of Adult Education in the Canadian University (1956), a book length study of the subject. The report was based on widespread consultation with university people across the country, and because Kidd felt that the study was most likely to have impact in the university community if it relied heavily on the views of university people, the text is heavily laden with quotations. There is much marshalling of arguments pro and con on issues and a minimum of stating the case for particular conclusions. In a brief final section, a few uncontroversial principles are stated, but perhaps wisely, the major conclusions and recommendations--which were very cautious at that-- were presented in an accompanying document which was sponsored by the university members of the advisory group. The study was a useful document which contained much information and is of considerable historical interest, but was not at the time judged to be very persuasive. It is hard to see how any such document could have been, the circumstances and traditions of the universities varying so greatly.

Kidd wrote a somewhat related study two years later, the result of an eight month consultation with the University College of the West Indies, in which he examined in detail the institution, its relationship to its community (at that time, all the British possessions in the Caribbean--the islands, British Guiana and British Honduras) and its considerable program of extramural work, making a comprehensive set of recommendations and generally sharpening issues, for consideration by the institution. The document, Adult Education in the Caribbean (1959), contains 293 pages of typescript, and is characteristic Kidd. It devoted considerable attention to the culture and conditions of the area, attaching great importance to the distinctive characteristics already inherent in the situation and suggesting that the institution value, strengthen and build upon its established adult education activities rather than adopting other, more traditional university extension patterns. The study is an interesting document in itself, but also represents an important aspect of Kidd's development in his knowledge of the needs of Third World countries.

Roby Kidd the teacher and profession-builder was represented once again in the late fifties by two publications. The first was a slim pamphlet entitled Putting Words to Work (1956), which was a practical guide for discussion leaders. The other, How Adults Learn (1959), was one of the first textbooks in the field and represents one of Kidd's most important contributions. The title of the book is somewhat misleading in that it could be mistaken for one which deals only with the learning process, rather than what it is, a text which covers such other areas as institutions, program planning, teaching and methods. It has been used as a text in more than forty countries and has been translated into five other major languages. But the title is appropriate in one important respect in that this text placed much greater emphasis than any before it on the adult learner and adult learning, as distinct from methodology and other institutional concerns. In this respect the book anticipated developments which are only now strongly coming to the fore in the field. In his discussion of such topics as learning theory, motivation and goals of the field, Kidd identifies himself more explicitly with what is usually termed the humanistic school of thought than is found anywhere else in his writing.

Brief reference should be made to Adult Education in a Free Society, a book of speeches by Robert Blakely, which Kidd edited and which was published in 1958. Blakely was a vice president of the F.A.E., an eloquent man who was sometimes referred to as the poet of the adult education movement, and he and Kidd had become close friends. The extent of Kidd's role in the preparation of this

volume, aside from a delightful brief introduction, appears to be minimal.

Shortly after he left the CAAE, and in order to fulfill the terms of an agreement made with the F.A.E., Kidd produced an extended essay which was published in book form, entitled Financing Continuing Education. (1962) Rather general and somewhat discursive in nature, the book cannot be judged to be one of Kidd's better efforts, but it should be pointed out that it did develop some ideas which have come into prominence in recent years, the varying approaches which may be taken to the funding of adult education, depending on the function in society which each type of activity performs.

Kidd's other three major publications towards the end of the period under review all reflect the influence of his experience with the World Conference in Montreal in 1960 and the emergence of the concept of lifelong learning. Two of these have been described already, 18 to 80 and Learning and Society. The first, in its remarkable introduction and elsewhere, brings to bear the implications of lifelong learning on provision at the local level. The second emphasizes the international responsibilities of the movement in Canada and begins to explore some new dimensions of the role of adult education in society. The third publication was a long pamphlet (over 100 pages) entitled Continuing Education (1961) which Kidd wrote as one of a series of studies commissioned by the Canadian Conference on Education prior to their national conference in 1962. Designed to inform and appeal to persons from all aspects of education in Canada, it described the character and dimensions of adult education in this country, briefly ranged over a series of professional concerns (a sort of textbook in miniature) and concluded by identifying eleven "special issues", selected with an eye to appealing to and challenging educational decision makers in Canadian society. Throughout, the study is informed by ideas about the field which were highlighted by the Montreal Conference and develops some of the implications for Canadian life of the concept of lifelong learning.

CONCLUSION

Roby Kidd had obviously enjoyed great success in his years as Director of the CAAE, and his career had advanced tremendously. Why did he inform the officers of the Association early in 1960 that he would be leaving as of May 1 the following year? The answer would be reasonably clear if he had left to take a position at the international level, or had decided to devote his energies full

time to academic work and had accepted a university post. But instead, he moved to Ottawa and became Secretary-Treasurer of the Social Science Research Council and the Humanities Research Council. Such a move is understandable in the context of his many contacts in Ottawa and in the light of his continuing concern for the social and cultural development of Canada. But Kidd was not aware of the possibility of this position when he announced his resignation, and the responsibilities he assumed there were not in the direct line of his career development in adult education.

He left the CAAE because he felt it was time to leave, and before he had any firm plans as to where he was going next. Perhaps some day, from Kidd's memoirs, we will learn more about his reasons for leaving, but it seems clear that he left because he felt it was in the best interests of the organization that he do so. He had demonstrated some concern over the degree to which he, as Director, had come to dominate the affairs of the organization. It is likely that he judged it time for the benefit of both the CAAE and himself to leave the Association.

Kidd and the Executive of the Association made efforts in the period prior to his departure to find a satisfactory successor. That task turned out to be a difficult one. Arthur Pigott, a person with varied experience in management and welfare circles and a specialist in education in relation to employment, was appointed Associate Director in 1960, succeeding Gordon Hawkins, and it was decided to appoint Pigott as Director when Kidd departed in May of 1961. Dr. Alan Thomas, who had worked for the Association in the mid-fifties, and had for five years been at The University of British Columbia, joined the staff of the CAAE in September, 1961, and within a year was appointed Director. Thomas was to remain with the Association throughout the sixties and became the third of its long-term and outstanding Directors.

It is difficult, and perhaps unnecessary, to separate the man, J. Roby Kidd, from the Association, the CAAE. As a consequence of Kidd's leadership and the skilled work of Kidd and the able staff he attracted to the Association, the CAAE gained greatly in stature and accomplishment during the Kidd years. Kidd's time with the Association coincided with a period of enormous productivity on his part, the rapid development of his powers and range of experience, and his emergence on the world scene as one of the key figures in the field at the international level. Kidd's accomplishments internationally reinforced his capacity to provide leadership at home in Canada.

When Kidd inherited the leadership of the CAAE, that organization had already accomplished great things and was highly regarded in the field, mainly for its programs. By 1961, when he left this post as Director of the Association, the CAAE enjoyed an even-higher reputation--in both programming and other areas of professional concern--both at home and abroad. That this was so was at least in part recognition of Roby Kidd as a person, his qualities and accomplishments.

Kidd did not often hand out advice or make ringing statements of principle in his writing. One of the few exceptions consists of his list of "ten commandments for educators", which he inserted in the second edition of his book, How Adults Learn. The statement says a great deal about the man, his values, texture and personal style. Such was the guiding spirit of the CAAE during his eventful years as its Director. (1973:306-7)

1. Thou shalt never try to make another human being exactly like thyself; one is enough.
2. Thou shalt never judge a person's need, or refuse your consideration, solely because of the trouble he causes.
3. Thou shalt not blame heredity nor the environment in general; people can surmount their environments.
4. Thou shalt never give a person up as hopeless or cast him out.
5. Thou shalt try to help everyone become, on the one hand, sensitive and compassionate, and also tough-minded.
6. Thou shalt not steal from any person his rightful responsibilities for determining his own conduct and the consequences thereof.
7. Thou shalt honor anyone engaged in the pursuit of learning and serve well and extend the discipline of knowledge and skill about learning which is our common heritage.
8. Thou shalt have no universal remedies or expect miracles.
9. Thou shalt cherish a sense of humor which may save you from becoming shocked, depressed, or complacent.
10. Thou shalt remember the sacredness and dignity of thy calling, and, at the same time, "thou shalt not take thyself too damned seriously".

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